DOCUMENT RESUME

ED 304 788 EA 020 812

TITLE Teacher Appraisal System. Teacher Orientation Manual, 1988-89.
INSTITUTION Texas Education Agency, Austin. Div. of Management Assistance and Personnel Development.
REPORT NO TEA-GE8-252-01
PUB DATE 88
NOTE 125p.
PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC05 Plus Postage.
DESCRIPTORS Compliance (Legal); Elementary Secondary Education; *Evaluation Criteria; Evaluation Methods; *Evaluation Utilization; Instructional Improvement; Staff Development; *State Standards; *Teacher Evaluation; Teacher Improvement; Teacher Orientation
IDENTIFIERS *Texas Teacher Appraisal System

ABSTRACT

During the 1986-87 school year, the state of Texas implemented the Texas Teacher Appraisal System (TTAS), a comprehensive and generic system for improving instruction. This teacher orientation manual has been developed to increase teachers' knowledge of this new appraisal system. The first section provides an overview of the TTAS, including its historical development, the assumptions underlying it, and the statutory provisions for appraisal of certified personnel. This is followed by a copy of the appraisal instrument and various forms used in the appraisal process, including the professional growth plan, the score conversion chart, the observation/evaluation record form, and the appraisal record form. A description of the procedural requirements is included for each of these instruments. Appended are annotated references keyed to each criterion of the TTAS, followed by a bibliography and a glossary of key terms. (TE)

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Teacher Appraisal System

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Teacher Orientation Manual

Texas Education Agency

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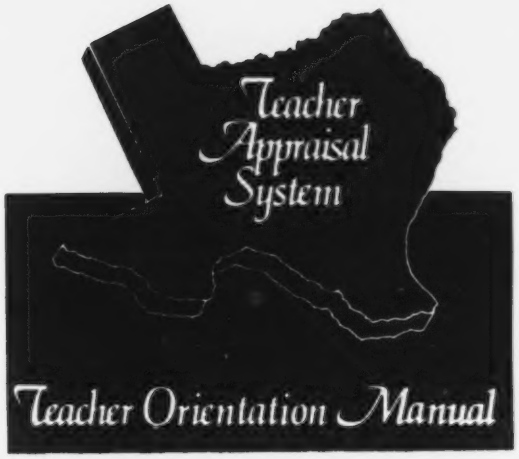

Texas Education Agency
Division of Management Assistance
and Personnel Development
1701 North Congress Avenue
Austin, Texas 78701

FOREWORD

The 1986-87 school year marked the advent of one of the most far-reaching aspects of educational reform in Texas, implementation of the Texas Teacher Appraisal System (TTAS). The comprehensive and generic design of the system serves as a vehicle for improving instruction, affording even the best teachers opportunities for improvement. An integral facet of the system, the Teacher Assessment of Instructional Goals and Outcomes, provides an opportunity for each teacher to actively participate in the district's efforts toward improving student performance.

The Teacher Orientation Manual has been developed to increase each teacher's knowledge and understanding of the appraisal system used in all school districts across the state. An overview of the TTAS, a copy of the appraisal instrument, various forms used in the appraisal process, and a description of the procedural requirements are included in the manual.

The State Board of Education and the Texas Education Agency are committed to continuously improving the system based on information provided by educators in school districts across the state. As a result of the recommendations received from teachers, teacher appraisers, other administrators, professional organizations, advisory groups appointed by the State Board of Education, and other interested parties, the appraisal system is modified and refined when it is deemed necessary and appropriate. In view of the many excellent contributions made by teachers during the development and first year of statewide implementation of the system and the demonstrated willingness on the part of professionals to work together, consistency and continuity in the evaluation of teacher performance is becoming a reality. Your continued interest in and recommendations for improving any aspect of the Texas Teacher Appraisal System are encouraged.

Sincerely,

W. N. Kirby
Commissioner of Education

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Teacher Orientation to the Texas Teacher Appraisal System (TTAS)

- Each continuing teacher should be oriented to changes in the TTAS as they occur.
- Each new teacher must receive an orientation to the TTAS prior to the teacher's first observation.
- As a part of the orientation, each teacher must receive a copy of the TTAS **Teacher Orientation Manual**.

Suggested format for new teacher orientation:

1. View the required videotape:
   - HB 72 Requirements
   - TTAS Development Process
   - TTAS Procedures
   - TTAS Instrument
2. Discuss requirements:
   - SBOE Rule
   - District Policy/Procedures
3. Explain these components:
   - Teacher Assessment of Instructional Goals and Outcomes
   - Professional Growth Plan
   - Cumulative Data
   - Exceptional Quality
4. Review the TTAS Instrument, using videotapes:
   - Domain I
   - Domain II
   - Domain III
   - Domain IV
   - Domain V
5. Explain scoring procedures:
   - Observation Record/Evaluation Record (OR/ER) Form
   - Appraisal Record (AR) Form
   - Score Conversion Chart
6. Discuss observation procedures:
   - Calendar
   - Waiver of 45-minute observation requirement
   - Local policies (i.e., scheduling)
   - Local staff development program addressing appraisal

Historical Development

House Bill 72, enacted by the 68th Legislature, second called session, directed the State Board of Education to adopt an appraisal process and criteria with which to appraise the performance of teachers for career ladder purposes. The Legislature mandated that the criteria be based upon observable, job-related behaviors. The State Board of Education was further directed to provide: (1) at least two appraisals during each of the two appraisal periods within the regular school year; (2) a uniform training program for appraisers of teacher performance, including uniform appraiser certification standards; and (3) inclusion of teacher self-appraisal in the appraisal process. In response to this mandate, the State Board of Education adopted a timeline for development of the teacher appraisal system in January of 1985. To assist in this endeavor, a Teacher Appraisal Advisory Committee (TAAC) composed of teachers, administrators, regional education service center personnel, and representatives from institutions of higher education, was appointed by the State Board of Education.

Texas Education Agency staff conducted a review of literature on teaching effectiveness, surveyed other states where statewide appraisal systems had been implemented, and gathered information from 156 school districts in Texas regarding the teacher evaluation systems used in those districts. Subsequently, a job-relatedness survey, which had as items those behaviors identified in the previous processes, was conducted. Thirty thousand teachers, stratified by gender, race/ethnicity, teaching field, teaching assignment, and years of experience were asked to respond to items in terms of observability, importance, and frequency of use. Approximately 17,000 responses were received. A list of teaching behaviors to be considered for inclusion in the appraisal instrument was derived from this survey.

The State Board of Education Committee on Personnel reviewed materials, directed revisions, and authorized an expert review of the draft materials in September of 1985. Nationally recognized educators participating in the review of materials included Dr. John Goodlad of the University of Washington, Dr. Richard Manatt of Iowa State University, Dr. Lester Solomon of the Georgia State Department of Education, and Brigadier General Billy Bowles, a military evaluation and staff development expert.

In October of 1985, a pilot program was implemented in six school districts: Slaton, Santa Rosa, Seguin, Grandfalls-Royalty, Port Arthur, and New Boston. Ninety local appraisers in these districts were trained by Performance Assessment Systems, Inc. of Athens, Georgia to use the appraisal instrument and procedures. More than 1,400 teachers were appraised during the pilot study. Further revisions of the instrument and procedures were made during this training. Data regarding such factors as time requirements, attitudes, and usability of performance indicators were collected during this study.

On February 6 and 8 of 1986, comments and concerns of teachers, administrators, and professional organizations were given at a public hearing conducted by the State Board of Education. Revisions of the

appraisal system were made as a result of the public hearings and of the findings of the pilot study.

In April and May of 1986 approximately 270 individuals were trained to deliver training to school district appraisers during the summer of 1986. Forty-six percent of these trainers were staff members from regional education service centers, fifty-two percent were school district personnel, and two percent were staff from institutes of higher education.

Approximately 13,000 appraisers received the initial 43-hour training during the summer of 1986. Course content included study of the statutory requirements and State Board of Education rule addressing the appraisal of certified personnel, the appraisal instrument and procedures, including scoring and practice in application of the appraisal procedures under simulated conditions. Each participant was tested on knowledge of the system and on proficiency in scoring videotaped segments of instruction. A standard of 70 percent proficiency was set by the State Board of Education.

The Texas Teacher Appraisal System was implemented on a statewide basis in the fall of 1986. The first appraisal period was designated as a practice period and actual summative appraisals began during the second appraisal period. Some changes (i.e., the removal of zeros from the observation record form and a modification of the requirements for professional growth plans) were made by the State Board of Education in January 1987. Also, standards were set for the rating of teacher performance for career ladder decisions.

In February of 1987 an advisory committee composed of teachers, administrators, professional organizations, and education service center appraisal trainers met in Austin to develop recommendations regarding areas for improvement of the appraisal system. The findings of that group were presented to the Committee for Personnel at the March meeting of the State Board of Education. The recommendations of the advisory committee as well as the analyses of data collected during the first appraisal period provided the bases for further refinement and modification of the TTAS. Refinements to date include a reduction in the number of criteria and the number of indicators, development of a whole instrument scoring procedure, simplification of the Teacher Assessment of Instructional Goals and Outcomes, and movement of exceptional quality scoring to the criterion level.

Training updates and proficiency checks were completed by all eligible appraisers during the summer of 1987, with modifications implemented on September 1, 1987.

In the summer of 1987, the Second Called Session of the 70th Legislature passed House Bill 173, which reflected changes in the state appraisal system. Amendments to 19 TAC, Chapter 149, Subchapter C, were made in response to this bill to include appraisal by grade level or department chairpersons, reduction in the number of required appraisals for eligible teachers, and evaluation of nondegreed teachers. Later that year the State Board of Education provided for local board approved leaves of absence for teachers without career ladder penalty.

Assumptions Underlying the Texas Teacher Appraisal System

The Texas Teacher Appraisal System developed to implement House Bill 72 is intended to encourage professional growth for both teachers and administrators and to improve instruction in the classrooms of Texas. In designing the system, efforts were made to build a practical, usable system that can be applied fairly to teachers in all subjects and grade levels. The teacher appraisal system does not attempt to assess all aspects, duties, and responsibilities of teaching. In part, this is because the legislative requirements provide a more narrow focus and, in part, because the state of the art of teacher evaluation is not advanced to an operational level in some areas. Instead, the system has been based upon existing classroom-based research on teaching, craft knowledge and experience.

The appraisal process has also been designed to include principles of sound evaluation and to reflect the best current practices in the field of teacher evaluation.

The teacher appraisal process emphasizes the professional growth of teachers, but because the teacher appraisal system was designed as a part of the career ladder system for teachers established by the Legislature, it also must serve the function of distinguishing among the performances across the state. In order to do so, the teacher appraisal process is designed to collect samples of valid information about teaching in a manner that can support reliable decisions about teacher performance.

Certain assumptions which serve as the foundation for the statewide system are stated below. Some of these assumptions are related directly to the statutory requirements, while others arise from educational research and experience.

View of Teaching: An appraisal system is grounded in particular views of teaching that are reflected in the instruments and processes associated with that appraisal system. The Texas teacher appraisal system is based upon the assumption that teaching is an intentional act which has as its goal student growth. Teaching includes, but is not limited to, "planning, delivering, evaluating, and reporting of student learning of the essential elements" as required by statute and regulation. Although classroom teaching is the primary focus of the performance appraisal, no single model of teaching is mandated by the statewide teacher appraisal system.

Generic Teaching Behavior: As required by legislation, all teachers will be appraised with the same criteria and in the same manner regardless of career ladder assignment. Although teaching varies across subject matter and grade level, some common teaching behaviors occur which can serve as areas of evaluation.

Quality of Performance: Many of the skills necessary to be a successful master teacher are not different in kind from those necessary to be a successful beginning teacher. The difference between these teachers will appear in the number of skills exhibited by the teachers at levels of quality that meet or exceed stated expectations. Most teachers will not exhibit **all** of the behaviors with a quality of performance which **always** exceeds expectations.

Professional Growth: The teacher appraisal process assumes that each teacher is capable of improving regardless of the level of expertise or years of experience.

Educational Goals: While student academic growth is the primary goal of the public school system in Texas, that goal is supplemented by other student development goals. As a consequence, appropriate classroom teaching behaviors may vary according to the learning goals and objectives of the lesson observed.

Accuracy of Appraisal: Appraisal of teaching performance requires classroom observation which, by its very nature, intervenes in the classroom. Therefore, the observers will be seeing the teacher exhibit what he or she can do, not necessarily what the teacher usually does when an appraiser is not in the classroom. More accurate appraisal will be gained by using multiple appraisers and multiple sources of information.

An Overview of the Texas Teacher Appraisal System

Part A. Classroom Teaching Performance Domains

Domains:
- I. Instructional Strategies
- II. Classroom Management and Organization
- III. Presentation of Subject Matter
- IV. Learning Environment

These domains will be evaluated by a minimum of two certified appraisers through formal classroom observation. If additional information related to the performance criteria has been documented and shared with the teacher, it may be considered by the teacher's supervisor. Appraisers will be trained and certified through the state training program. The results of the appraisal will be used for career ladder assignment and staff development and may be used for contract renewal considerations.

Part B. Professional Growth and Responsibilities Domain

Domain: V. Professional Growth and Responsibilities

This domain will be evaluated by the teacher's supervisor. Credit will be awarded for each indicator unless documentation on file supports the denial of credit. If the teacher's Domain V score as assigned by the teacher's supervisor is less than satisfactory, the other appraiser will review the documentation and assign a score for Domain V. Training will focus on due process procedures and documentation methods. The results will be used for career ladder assignment and staff development and may be used for contract renewal considerations.

TEXAS TEACHER APPRAISAL SYSTEM

Teacher Orientation
Orient continuing teachers to new changes in TTAS
Orient each new teacher to the TTAS prior to first observation of that teacher

Teacher Assessment of Instructional Goals and Outcomes
Complete Part 1 prior to end of 2nd six weeks

Observation 1-Teacher's supervisor
Complete at least one formal observation
Complete Observation Record and provide teacher with copy
Conduct conference if performance is less than satisfactory in one or more domains

Observation 2-Other appraiser(s)
Conduct pre-observation discussion
Schedule and complete at least one formal observation
Complete Evaluation Record and proide teacher with copy
Conduct conference if performance is less than satisfactory in one or more domains

Apprasial 1

Review any additional information from informal observations and/or other documentation and complete Evaluation Record (Teacher's supervisor)
Develop professional growth plan if performance is less than satisfactory in one or more domains for teachers receiving two appraisals
Conduct conference at teacher's or appraiser's request

Observation 3-Teacher's supervisor
Complete at least one formal observation
Complete Observation Record and provide teacher with copy
Conduct conference if performance is less than satisfactory in one or more domains (may be combined with the summative conference)

Observation4-Other appraiser(s)
Complete at least one formal observation
Complete Evaluation Record and provide teacher with copy
Conduct conference if performance is less than satisfactory in one or more domains (may be combined with the summative conference)

Appraisal 2

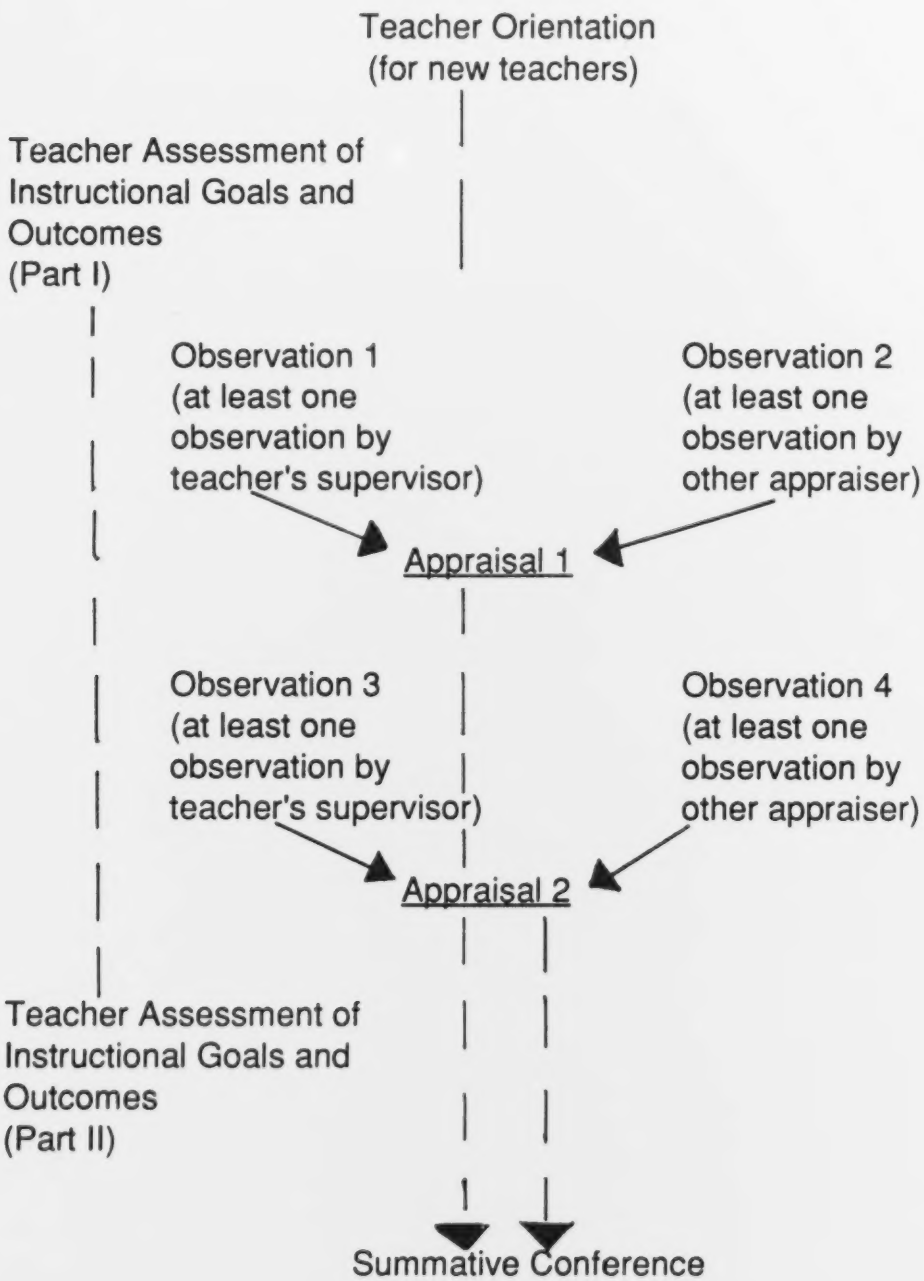
Review any additional information from informal observations and/or other documentation and complete Evaluation Record (Teacher's supervisor)
If Domain V score assigned by teacher's supervisor is less than satisfactory, review documentation for Domain V and make judgment (Other appraiser)
Complete Appraisal Record (Teacher's supervisor)

Teacher Assessment of Instructional Goals and Outcomes
Complete Part II prior to summative conference

Summative Conference

Review the completed teacher assessment of instructional goals and outcomes
Inform teacher of domain and overall summary performance scores
Review teacher's status related to requirements for maintenance and/or advancement on the career ladder
Develop or modify a professional growth plan if Overall Summary Performance Score is less than satisfactory; at teacher's request if Overall Summary Performance Score is satisfactory (Teacher's supervisor and teacher; other appraiser as appropriate)
Make recommendations regarding need for improvement in any domain(s)

TEXAS TEACHER APPRAISAL SYSTEM


Teacher Orientation
(for new teachers)
Teacher Assessment of Instructional Goals and Outcomes (Part I)
Observation 1 (at least one observation by teacher's supervisor)
Observation 2 (at least one observation by other appraiser)
Appraisal 1
Observation 3 (at least one observation by teacher's supervisor)
Observation 4 (at least one observation by other appraiser)
Appraisal 2
Teacher Assessment of Instructional Goals and Outcomes (Part II)
Summative Conference

STATE BOARD OF EDUCATION RULE

SUBCHAPTER C. APPRAISAL OF CERTIFIED PERSONNEL

§149.41 General Provisions.

Statutory Citation

Texas Education Code, §13.302:

"(a) The State Board of Education shall adopt an appraisal process and criteria on which to appraise the performance of teachers for career ladder level assignment purposes. The criteria must be based on observable, job-related behavior, including teachers' implementation of discipline management procedures.

"(b) The board shall solicit and consider the advice of teachers in developing the appraisal process and performance criteria.

"(c) In developing the appraisal process, the board shall provide for using not fewer than two appraisers for each appraisal. One appraiser must be the teacher's supervisor and one must be a person as approved by the board of trustees. An appraiser who is a classroom teacher may not appraise the performance of another classroom teacher who teaches at the same school campus at which the appraiser teaches, unless it is impractical because of the number of campuses or unless the appraiser is the chairman of a department or grade level whose job description includes classroom observation responsibilities. The board also shall provide for a uniform training program and uniform certification standards for appraisers to be used throughout the state. The board shall include teacher self-appraisal in the process.

"(d) The State Board of Education shall develop or adopt and validate an assessment instrument which may be administered to teaching personnel for the purpose of evaluating the performance of those personnel in the jobs for which they were hired. The assessment process may:

(1) be administered by or under the supervision of the Central Education Agency on a statewide basis;

(2) provide opportunities for preparation and remediation;

(3) provide reasonable opportunities for individuals to attain an acceptable score set by the board;

(4) include provision for substitution of the results of alternative assessment instruments approved by the board;

(5) be an integral part of the appraisal process and shall not be considered as a substitute for any evaluation by observation as may otherwise be required; and

(6) be administered by local districts.

"(e) It is the intent of subsection (d) of this section that the assessment instrument described therein be used to assess specific skills primarily for the purpose of remediation and improvement.

"(f) Appraisal for teachers must be detailed by category of professional skill and characteristic and must provide for separate ratings per category. The appraisal process shall guarantee a conference between teacher and appraisers, and the conference shall be diagnostic and prescriptive with regard to remediation as needed in overall summary of performance by category and identify the required performance for advancement to the next level."

Texas Education Code, §13.303:

"(a) Each school district shall use the appraisal process and performance criteria developed by the board in appraising teachers for career ladder level assignment purposes.

"(b) The school district shall determine the number of appraisers used if the number is to exceed the minimum required.

"(c) Appraisal shall be done not fewer than:

(1) two times during each school year for probationary teachers and for teachers on level one of the career ladder; and

(2) once during each school year for teachers on levels two, three, and four of the career ladder whose performance, on the most recent appraisal, was evaluated as exceeding expectations or clearly outstanding. The performance of a teacher who, because of unusual circumstances, is appraised only once in a particular year shall be evaluated for career ladder purposes on the basis of a single appraisal."

Texas Education Code, §13.304:

"In appraisals of teacher performance for career ladder level assignment purposes, performance shall be evaluated in the same manner and under the same criteria regardless of level. Performance shall be evaluated as:

(1) unsatisfactory (if the teacher's performance is clearly not acceptable in some major area);

(2) below expectations (if the teacher's performance needs improvement in some major areas);

(3) satisfactory (if the teacher's performance meets expectations);

(4) exceeding expectations (if the teacher's performance excels in some major areas); or

(5) clearly outstanding."

Texas Education Code, §13.318:

"A teacher who directs extracurricular activities in addition to performing classroom teaching duties shall be appraised only on the basis of classroom teaching performance and not on performance in connection with the extracurricular activities."

Texas Education Code, §13.354, Appraisal of Administrators:

(a) The State Board of Education shall adopt an appraisal process and criteria on which to appraise the performance of school administrators. The criteria must be based on job-related performance.

(b) The board may solicit and consider the advice of teachers and administrators in developing the appraisal process and performance criteria.

(c) In developing the appraisal process, the board shall establish the qualifications required to serve as an appraiser and the number of appraisers to be used for each appraisal.

(d) Each school district shall use the appraisal process and performance criteria developed by the board in evaluating the performance of an administrator.

Rule

(a) Each teacher and administrator shall be appraised annually in the performance of his or her duties. This requirement shall apply to all certified personnel, as classified in the Texas Education Code, §16.056, Texas Public Education Compensation Plan, including the non-degreed teacher.

(b) The results of the appraisal of teachers shall be used for career ladder and staff development purposes and may be used for contract renewal considerations.

(c) For professional personnel exempted from the career ladder under §149.71(b)(7) of this title (relating to Assignment to the Teacher Career Ladder), at least one evaluation conducted by one appraiser is required using the evaluation instrument(s) adopted by the local board of trustees. Non-degreed teachers shall be evaluated once each year by two appraisers.

(1) Until the State Board of Education adopts an appraisal process for administrators, the evaluation instrument(s) adopted by the local board of trustees shall be used.

(2) Each appraiser shall be trained in the appropriate use of the instrument(s).

(d) Each school district shall appraise teachers using the state appraisal process and performance criteria developed and approved by the State Board of Education.

(e) As an exception to subsection (d) of this section, districts approved by the State Board of Education to conduct research projects for the state may be exempted from certain provisions of the state appraisal system. Approved research projects will address the use of student progress, a different approach to the identification of quality aspects of teacher performance, alternate procedures for scoring at the criterion level, or other issues of merit.

§149.42 Teacher Performance Criteria.

In the appraisal of teacher performance for career ladder assignments and for staff development, performance shall be appraised with the following performance criteria subsumed under five major areas henceforth called domains:

(1) Domain I. Instructional strategies.

(A) Criterion 1. Provides opportunities for students to participate actively and successfully.

(B) Criterion 2. Evaluates and provides feedback on student progress during instruction.

(2) Domain II. Classroom management and organization.

(A) Criterion 3. Organizes materials and students.

(B) Criterion 4. Maximizes amount of time available for instruction.

(C) Criterion 5. Manages student behavior.

(3) Domain III. Presentation of subject matter.

(A) Criterion 6. Teaches for cognitive, affective and/or psychomotor learning.

(B) Criterion 7. Uses effective communications skills.

(4) Domain IV. Learning environment.

(A) Criterion 8. Uses strategies to motivate students for learning.

(B) Criterion 9. Maintains supportive environment.

(5) Domain V. Professional growth and responsibilities.

(A) Criterion 10. Plans for and engages in professional development.

(B) Criterion 11. Interacts and communicates effectively with parents.

(C) Criterion 12. Complies with policies, operating procedures, and requirements.

(D) Criterion 13. Promotes and evaluates student growth.

§149.43 Teacher Appraisal Procedures.

(a) Appraiser qualifications.

(1) The teacher appraisal process requires at least two appraisers for each appraisal period.

(2) One appraiser must be the teacher's supervisor and, except for those serving as part-time principals or in other extraordinary circumstances approved by the commissioner of education, must hold administrator or supervisor certification.

(3) Appraisers other than the teacher's supervisor must be approved by the local board of trustees, have a valid teaching certificate, and have at least two years of pre-kindergarten, kindergarten, elementary, or secondary classroom teaching experience.

(4) Classroom teachers may not appraise other classroom teachers on the same campus unless there is only one school campus in the district

or unless the appraiser is the department or grade level chairman whose job description includes appraisal responsibilities. Teachers serving as appraisers must have an assignment on the career ladder at least as high as the teacher being appraised.

(5) Before conducting appraisals, each appraiser must receive uniform appraiser training and must reach the required standard of proficiency as established by the State Board of Education. Periodic recertification will be required for each appraiser.

(b) Teacher orientation. Each district will provide each teacher with an orientation to the teacher appraisal system prior to the teacher's first appraisal with the system. As early as possible, but no later than the beginning of the orientation, each teacher must receive a copy of the teacher appraisal orientation manual. The Central Education Agency will provide materials for additional training of teachers as part of the local district's inservice program.

(c) Appraisals, observations, and conferences.

(1) At least two appraisals are required each year for each probationary teacher, each career ladder level one teacher and each teacher on career ladder levels two, three, or four whose performance on the most recent overall summary performance score was less than exceeding expectations. Teachers on levels two, three, or four of the career ladder whose performance was exceeding expectations or clearly outstanding on the most recent overall summary performance score shall be appraised at least once each year.

(2) One appraisal consists of a minimum of two formal 45-minute observations, one by each appraiser.

(3) All appraisals must be conducted during the required days of instruction for students during one school year. Excluding the first two weeks of instruction, each local district shall establish a calendar which designates the time frame for the appraisal periods. For all teachers who are eligible for a single appraisal within a district, that appraisal may be uniformly extended throughout the days of instruction at district discretion. This calendar shall be disseminated to all staff prior to the beginning of formal observations. Formal observations shall not be conducted on the last instructional day before any official school holiday or on any other days deemed inappropriate by the local board of trustees.

(4) For formal observations, teachers shall be observed teaching classes in field(s) and teaching assignments for which they are certified whenever possible.

(5) The first formal observation by an appraiser other than the teacher's supervisor must be scheduled. Prior to the scheduled observation, that appraiser must have an informal pre-observation discussion with the teacher. All other observations may be scheduled or unscheduled by district policy applied uniformly for all teachers.

(6) Before the first observation of the teacher in any appraisal period, the requirement for consecutive minutes for unscheduled formal observations may be waived by mutual consent at the request of that teacher or the appraiser. Under such waiver, each unscheduled formal observation may be comprised of two to three instructional segments of not less than 15 minutes each. Such waiver should be considered only when the nature of the teaching assignment requires shorter instructional segments.

(7) Appraisers may not conduct formal observations simultaneously.

(8) After a formal observation each appraiser must complete a written record. The written record is not to be completed during the observation. A copy of the written record shall be given to the teacher within seven working days of the formal observation. If there are extenuating circumstances, the seven working day requirement may be extended to a maximum of 15 working days.

(9) During an appraisal period, the teacher's supervisor may continually evaluate and document performance specifically related to the performance criteria and the indicators subsumed under the criteria in §149.42 of this title (relating to Teacher Performance Criteria). If such documentation would influence the teacher's appraisal, the documentation must be shared in writing with the teacher within seven working days of the occurrence or, in unusual circumstances, the teacher supervisor's knowledge of the occurrence. This additional documentation shall be combined with, but shall not replace, the formal observation to determine credit for the criteria or indicators. Appraisers other than the teacher's supervisor shall have access to Domain V documentation only in the event that the teacher's total score for the year on Domain V determined by the teacher's supervisor is less than satisfactory as specified in §149.44(b)(2) of this title (relating to Teacher Appraisal Instrument, Scoring Procedures, and Forms).

(10) Following each formal observation, an appraiser must conduct a post-observation conference with the teacher if the performance is judged less than satisfactory in one or more domains. Appraisers are encouraged to conduct post-conferences after all formal observations. Required post-conferences must be held within ten working days of the formal observation. If there are extenuating

circumstances, the ten working day requirement may be extended to a maximum of 15 working days. At the conclusion of the first appraisal period, a conference will be held at the request of either the teacher or the appraiser.

(d) Teacher response and appeals.

(1) A teacher may submit a written response regarding the appraiser's written record within 10 working days of receipt of that record. If there are extenuating circumstances, the ten working day requirement may be extended to a maximum of 15 working days. Such written response shall become part of the appraisal record.

(2) Each local district shall adopt a written policy establishing a procedure for a teacher to present grievances and receive written response regarding the evaluation process. The judgment of the commissioner of education shall not be substituted for that of the local district unless the district's decision was arbitrary and capricious or made in bad faith.

(e) Professional growth plan.

(1) For teachers receiving two appraisals, a professional growth plan must be developed or modified if any domain is judged less than satisfactory at the end of the first appraisal period. However, professional growth activities may be planned and implemented any time at the request of the teacher or the appraiser(s).

(2) A professional growth plan must be developed or modified for any teacher whose overall summary performance score is less than satisfactory. At the teacher's request, a professional growth plan must be developed or modified for any teacher whose overall summary performance score is satisfactory.

(3) The teacher's supervisor, in cooperation with the teacher, will develop the growth plan. Other appraisers, as appropriate, may participate in this process. Options for growth activities shall be provided and at least one option shall place no significant financial burden on either the teacher or the local district. Fulfillment of the provisions of a professional growth plan does not, in and of itself, serve as a guarantee of career ladder advancement.

(f) Teacher assessment of instructional goals and outcomes.

(1) No later than the end of the second six weeks, each teacher will complete the first part of the teacher assessment of instructional goals and outcomes and file a copy with the teacher's supervisor.

Significant changes in assignment or class composition may result in the need to update the first part of the teacher's assessment.

(2) During the week preceding the summative conference, the teacher will complete the second part of the assessment of instructional goals and outcomes. A copy of the completed assessment will be attached to the appraisal record at the summative conference.

(g) Summative appraisal.

(1) Each teacher must receive a summative conference at the end of the teacher's last appraisal period. In this conference, the teacher's supervisor will review the completed assessment of instructional goals and outcomes, inform the teacher of the domain performance scores and the overall summary performance score for the year, review the teacher's status relating to requirements for advancement and/or maintenance on the teacher career ladder, make recommendations regarding domains needing improvement, and address a professional growth plan as appropriate.

(2) The requirements for post-observation conferences set forth in subsection (c)(10) of this section may be met through the summative conference, provided the appropriate appraisers are present and time requirements are met.

(3) Any documentation collected after the summative conference but before the end of the required days of instruction for students during one school year may be considered if it will affect the teacher's domain and overall summary performance scores. Another summative conference shall be held to inform the teacher of the changes.

§149.44 Teacher Appraisal Instrument, Scoring Procedures, and Forms.

(a) The State Board of Education shall develop and approve the Texas teacher appraisal instrument, which shall include the domains and criteria listed in §149.42 of this title (relating to Teacher Performance Criteria) and indicators for each criterion.

(b) The State Board of Education shall develop and approve scoring procedures which guarantee that each teacher, at the close of the appraisal process, receives a performance score for each domain and an overall summary performance score.

(1) Each appraiser will score Domains I-IV.

(2) The teacher's supervisor shall score Domain V. In the evaluation of Domain V the teacher is assumed to have credit for all indicators

unless the teacher's supervisor has documented otherwise. In the event that the teacher's total score for the year in Domain V is less than satisfactory, the other appraiser shall review Domain V documentation and independently score Domain V for that teacher.

(3) An appraiser must document evidence on the written record when:

(A) absent or below expectation is recorded for any indicator; and

(B) exceptional quality credit is granted for any criterion.

(4) The domain credit totals issued at the close of each appraisal period by the teacher's supervisor reflect the results of the formal observation issued on written records and the additional appraisal documentation gathered during the appraisal period. The domain credits issued by the teacher's supervisor have an assigned weight of 60% of the domain total.

(5) The domain credit totals issued at the close of each appraisal period by appraisers other than the teacher's supervisor reflect the average of domain credits issued on each written record completed by the other appraisers during the appraisal period. The domain credits issued by other appraisers have an assigned weight of 40% of the domain total.

(6) For teachers qualifying for one appraisal each school year, the teacher's supervisor will determine the overall summary performance score at the end of the appraisal period. For teachers receiving two appraisals each school year, the teacher's supervisor will combine the results of the first and second appraisal to determine the overall summary performance score.

(7) Scoring of the teacher's performance is done in accordance with the Texas Education Code, §13.304, and is based on the summary domain credits issued each appraisal period by the teacher's supervisor and the other appraiser(s). The State Board of Education shall establish the standards for conversion of summary domain credits to domain performance scores of:

(A) unsatisfactory;

(B) below expectations;

(C) satisfactory;

(D) exceeding expectations; and

(E) clearly outstanding.

(c) The forms approved by the State Board of Education shall be used by each school district to record observation and documentation results, teacher assessment of instructional goals and outcomes information, professional growth plans, and final performance scores.

Adopted by the State Board of Education, January 1988.

School District _____ Campus _____
Teacher _____
Assignment/Grade _____

TEXAS EDUCATION AGENCY

Texas Teacher Appraisal System

Teacher Assessment of Instructional Goals and Outcomes

School Year 19___-___

This description provides an opportunity for each teacher to assess the extent of achievement of the teacher's own instructional goals.

Part I.

Complete this section of the assessment by the end of the second six weeks of the school year. If class assignments change each semester, this section is to be completed again by the end of the fourth six weeks of the school year. **Use only the space provided for each response.**

1. Briefly describe the classes which you are assigned to teach this year (semester). Include information such as the abilities, learning styles, characteristics, and/or achievement levels of groups of students within the class.

School District _____
Teacher _____
Assignment/Grade _____

TEXAS EDUCATION AGENCY

Campus _____

Texas Teacher Appraisal System

Teacher Assessment of Instructional Goals and Outcomes

School Year 19___-___

(continued)

2. Describe one or more of your instructional goals which support(s) the school district's goals for student progress. Goal statement(s) should include observable and/or measurable performance objective(s) for at least one of the groups described in Part I, 1.

3. What methods or measures will you use to determine whether you have achieved these goals and objectives?

Teacher Signature/Completion of Part I	Date Completed
Teacher Signature/Completion of Part I (second semester as needed)	Date Completed
Teacher's Supervisor Signature/Receipt of Part I	Date Completed

Original Copy—Central Office Copy #2—Teacher's Supervisor Copy #3—Teacher

School District _____ Campus _____
Teacher _____
Assignment/Grade _____

TEXAS EDUCATION AGENCY

Texas Teacher Appraisal System

Teacher Assessment of Instructional Goals and Outcomes

School Year 19___-___

(continued)

Part II.

Complete this section within the week prior to the summative conference. Take all copies of the completed Part II with you to the summative conference. **Use only the space provided for each response.**

---

4. Review the goal(s) you set in Part I. Using observable and/or measurable student performance data, assess and describe the extent of progress made toward the accomplishment of each goal.

5. Identify aspects of your own teaching performance which contributed to the accomplishment of each goal.

School District _____
Teacher _____
Assignment/Grade _____

TEXAS EDUCATION AGENCY

Texas Teacher Appraisal System

Teacher Assessment of Instructional Goals and Outcomes

School Year 19___-___

(continued)

Campus _____

6. Given the results of your analyses in items 4 and 5, identify instructional strategies which you will now utilize.

7. Identify way(s) in which the district, your supervisor, and/or staff development activities can assist you in this endeavor.

Teacher Signature/Completion of Part II — Date Completed

Teacher's Supervisor Signature/Review of Part II — Date Completed

Suggestions for Completion of the Teacher Assessment of Instructional Goals and Outcomes

The assessment is designed to allow you, the teacher, to state personal instructional goals, to select and implement strategies for achieving these goals, and to evaluate the success of these strategies in the achievement of the goals. (Note than one instructional goal is all that is required.) You are also asked to identify additional sources of information and training which may facilitate this design-implementation-evaluation process.

The following set of statement stems may help you in the completion of the assessment form. Certainly, there are other ways that this information could be stated. **Remember that you are to use only the space provided for each response.**

Item 1. Briefly describe each of the classes which you are assigned to teach this year (semester). Include information about the abilities, learning styles, characteristics, and/or achievement levels of groups of students within each class.

a. Two of my classes are _____ _____;
(abilities, achievements, or interests)

the other three classes are _____

b. All of the students in my classes are alike in that _____

_____

c. In my third period class there are three distinct groups of students: _____

d. I teach two classes of basic and three classes of honors English. The students in these two groups of classes differ in that _____

_____

e. I teach reading, mathematics, social studies, and science to a class of 22 students. These students are alike in that _____

_____; they differ in that _____

_____

f. Four students in my third period class can _____
(achievement level)

_____

g. The students in this age group are generally interested in _____

_____

Item 2. Describe one or more of your instructional goals which supports the school district's goals for student progress. This goal statement should include observable and measurable performance objectives for at least one of the groups described in Part I, 1.

a. The district places strong emphasis on _____
(describe district goal)

_____

b. Because the students in my basic English class are _____
(describe group)

_____, I intend to teach them how to

_____
(describe instructional goal)

c. Four students whom I have identified as already having this skill will be taught how to _____,
(describe goal)

as will be the students in my other two classes.

d. The students who have been identified as being above grade level in

_____ will be expected to _____
(describe skill) (describe goal)

e. Because our community is largely _____
(describe aspect of community)

and because the district places emphasis on preparing students to live in this community, I plan to _____
(describe instructional goal)

f. Because most of the students in this class are interested in _____

_____, I plan to _____
(describe student interest) (describe instructional goal)

Item 3. What methods or measures will you use to determine whether you have achieved these goals and objectives?

Describe specific methods or measures in one or more of the following categories: student demonstration, observation of student activity (individual/group), student project, oral response, written response, other student performance data.

_____

_____

_____

_____

_____

Item 4. Review the goal(s) you set (Part I, 2) using student performance data available to you (Part I, 3) to assess the extent of progress made toward the accomplishment of each goal.

a. Student scores on pre- and post-tests indicate that _____

_____
(describe achievement)

b. With the exception of _____,

the students were able to _____
(describe goal)

c. Additional work is needed before the students will be able to _____

_____
(describe goal)

Item 5. Identify aspects of your own teaching performance which may have contributed to the accomplishment of each goal.

a. By _____
(describe skill/behavior)

I was able to _____
(describe outcome)

b. My ability to _____
(describe skill/behavior)

has increased my students' abilities to _____
(describe learning)

c. I deliberately _____
(describe skill/behavior)

so that _____
(describe outcome)

Item 6. Given the results of your analyses in items 4 and 5, identify instructional strategies which you will now utilize. Identify the way(s) in which the district, your supervisor, and staff development activities can assist you.

a. My supervisor can assist me by _____
(describe supervision needed)

b. The district can assist me by _____
(describe staff development activity)

c. I need more _____
(describe resource)

School District _____ TEXAS EDUCATION AGENCY Campus _____

Teacher _____

Assignment/Grade _____

Texas Teacher Appraisal System

Professional Growth Plan

School Year 19____-____

1. List area(s) related to the criteria in the five domains on the Texas Teacher Appraisal Instrument in which professional growth is needed. Establish priorities if two or more areas are listed.

2. Specify growth activities and dates for completion of these.

3. Specify evidence which will be used to determine that growth has occurred or is occurring.

My appraiser(s) and I have developed this Professional Growth Plan.

_____ _____

Teacher Signature Date

_____ _____

Teacher's Supervisor Signature Date

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_____ _____

Other Appraiser Signature (if applicable) Date

NOTE: Additional pages may be added as needed.

Original Copy—Central Office Copy #2—Teacher's Supervisor Copy #3—Teacher

Data Collection and Analysis

In order to make decisions regarding the awarding or denial of credits for teaching behaviors, the appraiser must collect information during classroom observations. Documentation which supports the appraiser's decision comes from the appraiser's notes and/or memory about what happened during the observation. To be as effective as possible in the role of appraiser, one must develop skill in data collection and in the analysis of that data.

When planning an observation, the appraiser must gather information which will be helpful in understanding the context of the classroom. While a pre-observation discussion is required only of the first "other" appraiser, all appraisers will find that such a visit with the teacher gives information which makes the observation a more complete and correct one. For example, if a teacher has explained the variation of activity within the class that is due to the different achievement levels of groups of students, the appraiser begins the observation with data that clarifies the plan of the teacher. Other sources of information which an appraiser can examine prior to the observation include lesson plans or Part I of the Teacher Assessment of Instructional Goals and Outcomes. In the first item of the TAIGO, the teacher has described the groups of students in the teacher's classes. This information, combined with the teacher's statements about the goals, implementation, and evaluation of a teacher project that has been planned for some of these students (items two through four), provides contextual information which increases the probability of a valid observation.

Although one assumption of the Texas Teacher Appraisal System is that classroom observation, "by its very nature intervenes in the classroom," there are some good practices which will increase the positive nature of the intervention. The appraiser should enter quietly and should sit in a location which does not interfere with instruction and learning. Yet, the appraiser should sit in a location which allows the appraiser to see and hear as much as possible of the classroom activity. The appraiser may ask the teacher, prior to the observation, about the best location for the appraiser during the observation. The appraiser may visit the classroom prior to the observation to ascertain the seating arrangement and to select a location for data collection. If it is desirable to move about during an observation (e.g., a laboratory experiment), the appraiser should do so as quietly and unobtrusively as possible.

The kind and quality of the information that the appraiser takes from the classroom determines the validity of data analysis. In other words, if the appraiser does not collect the right information and sufficient information, the appraisal will not be well-grounded and justifiable.

An anecdotal record provides the best source of information for making appraisal decisions. This record of the classroom observation is simply a description of what occurred in the instructional sequence.

Notes taken during an observation include descriptions of teacher behaviors and student behaviors. By now, the appraiser is aware that student behaviors are the source of information about the effectiveness (quality) of teacher behaviors. These behaviors include explanations of content, questions, responses, directions, and attitudinal indicators.

The appraiser's responsibility in classroom observation is to collect as much accurate information as possible. Each appraiser will develop a personal set of "shortcuts" which can be used to make this task easier. For example, "q" might be used for a response. The appraiser may use diagrams, seating arrangements, and lists, thereby facilitating the recording of information about which students in the class participated in which ways. One might, in the margin, simply list the names of students as the teacher called on or referred to the student.

Finally, the appraiser will analyze the information that has been collected in order to make appraisal decisions. This process of labeling, grouping, and evaluating data is time consuming; however, it is a necessary step in the appraisal process. The appraiser uses this analysis as documentation in the award or denial of credit and in discussions and conferences with the teacher.

Exceptional Quality

Exceptional quality points are awarded at the criterion level. That is, the appraiser awards credit to a teacher on the basis of the performance of a small set of specific indicators subsumed under the criterion. For example, a teacher would receive credit for providing opportunities for the active and successful participation of students on the basis of appropriate variation of activities, appropriate grouping of students, and aspects of interaction with students.

One of the basic assumptions of the TTAS is that "the difference between successful master and beginning teachers will appear in the number of skills exhibited by the teachers at levels of quality which meet or exceed stated expectations." **Quantity** and **quality** are the dimensions of measurement for standard expectation and are also the dimensions of measurement for exceptional quality in teaching performance. The **quality** dimension is measured on the basis of effect on students. The master teacher misses no opportunities to exhibit an appropriate behavior, and the impact on students is maximal. Exceptional quality measures superior teaching performance that is beyond the norm. Quality and quantity of exceptional quality may be measured by doing short classroom visits or walk-throughs in addition to the formal observation. Cumulative data can be an effective source for making exceptional quality decisions.

Appraisers of teachers are trained to answer specific questions regarding teacher and student behavior as they award or deny standard expectation and exceptional quality credits. Questions of interest: Did the teacher exhibit this behavior every time I thought it was appropriate? Was the behavior maximally effective in that all or most students achieved the desired understanding/outcome/behavior change? Does the teacher **consistently** use exceptional teaching strategies? Exceptional teaching behavior goes beyond the expectations and possesses unique qualities.

The statute requires the use of criteria based on observable, job-related behaviors [TEC 13.302(a)]. To include art and creativity as dimensions of measurement would result in a higher degree of subjectivity than is present in the TTAS. However, teacher creativity is evident throughout the **TTAS Instrument within** those indicators that have been identified in research as being correlated with increases in student achievement. The variation of learning activities (1a), the quality of questions asked (1c), the use of cases that are relevant to student interests and experiences (8a), the use of multiple, relevant examples in teaching concepts (6e), and effective forms of encouragement (9c) and praise (8c), are just a few of the behaviors in which teachers exhibit art and creativity. By focusing on quantity and quality in measuring teacher performance, the TTAS does not limit teacher creativity.

Remember: Exceptional quality relates to these four things:

- impact on students
- most or **all** of the time
- every opportunity
- quality and quantity

A critical factor in determining exceptional quality in teaching performance is the behavior of students. A teacher behavior which has no positive impact on students cannot be considered to be of exceptional quality. Quality rests in probable effectiveness.

Caution should be used in assuming a cause-effect relationship between teacher behaviors and student behaviors. Research on teaching effectiveness examines correlations between teacher behaviors and student achievement gains. Rather than suggest that what the teacher did **caused** the learning, this research notes tendencies, i.e., "If the teacher does this, student achievement **probably** will increase."

Appraisers often hear comments and/or discussions about consistency in scoring exceptional quality. Organizations and districts across the state have attempted to put in writing a set standard of behavior for earning exceptional quality. Commercial material has been developed giving extensive definition of exceptional quality. State training standards name three important and observable, job-related factors as a basis for exceptional quality decision making. These are: **quality**, **quantity**, and **preponderance**. One of the six underlying assumptions of the Texas Teacher Appraisal System relates to quality of teacher behavior:

> **Many of the skills necessary to be a successful master teacher are not different in kind from those necessary to be a successful beginning teacher. The difference between these teachers will appear in the number of skills exhibited by the teachers at levels of quality which meet or exceed stated expectations. Most teachers will not exhibit all of the behaviors with a quality of performance that always exceeds expectations.**

As levels three and four of the career ladder come into being in our state and as we seek to define the role and characteristics of a master teacher, it is increasingly important that appraisers establish a clear understanding of teaching that is of truly exceptional quality.

Educators throughout the state are recognizing the increase in learning caused by use of research and experience-based teaching behavior. This is a credit to our teachers and our instructional leaders. A good teacher may meet or exceed standard expectations on most of the

appraisal indicators during a 45-minute observation. A master teacher will meet or exceed standard expectations on the appraisal indicators consistently throughout the teaching day, month, and school year. A visit to a master teacher's classroom at any time will show use of every opportunity and experience as a learning opportunity for students.

Use of cumulative data is an excellent way to reward the master teacher who consistently, day-in and day-out, is clearly outstanding in his or her role as a facilitator of learning.

Instructional leaders most often emerge as leaders because they are master teachers who value and work toward exceptional quality in their role as educators. This characteristic enables an appraiser to use appraisal training, individual experience, and knowledge related to high quality instruction and learning to make decisions about the awarding of exceptional quality. Limiting the definition of exceptional quality to a list of behaviors or to someone's personal opinion does not substitute for the professional opinion of a proven and qualified instructional leader who has a unique understanding of the teaching personnel assigned to him or her as an appraiser. To compromise the professional standard of exceptional quality is to deprive our true master teachers of hard-earned goal achievement and well-deserved career recognition.

PAGES

35 - 36

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Conferences with Teachers

The Informal Pre-Observation Discussion

Rule: 19 TAC 149.43(c)(4)

During the first appraisal period, the first formal observation by an appraiser other than the teacher's supervisor must be scheduled. Prior to the scheduled observation, that appraiser must have an informal pre-observation discussion with the teacher. All other observations may be scheduled or unscheduled by district policy applied uniformly for all teachers.

Sequence of Activities for the Other Appraiser

1. Schedule the formal observation.
2. Conduct the informal pre-observation discussion.
3. Conduct the formal observation.

Should the district decide to have more scheduled observations than the one required by rule, the informal pre-observation discussion requirement still applies only to the **first** observation by the **other** appraiser. Many professionals support the position that all observations should be preceded by a conference, and the rule does not prohibit this practice.

Pre-observation discussions may be held one-on-one or in small groups (i.e., grade-level teachers, departments) at the discretion of the appraiser.

Possible topics for discussion during the informal pre-observation discussion between the appraiser and the teacher are:

- how the observation will be conducted
- the objectives of the lesson to be observed
- the teaching-learning activities within the lesson
- the instructional materials to be used
- the teaching behaviors to be observed (review instrument)
- other contextual information

The Post-Observation Conference

Rule: 19 TAC 149.43(c)(9)

Following each formal observation, an appraiser must conduct a conference with the teacher if the performance is judged "less than satisfactory" in one or more domains. Appraisers are encouraged to conduct a conference after each formal observation. Required conferences must be held within 10 working days of the formal observation. If there are extenuating circumstances, the 10-working-days requirement may be extended to a maximum of 15 working days. At the conclusion of the first appraisal period, a conference will be held at the request of either the teacher or the appraiser.

Sequence of Activities for All Appraisers

Formal observation - all appraisers:

1. Conduct formal observation.
2. Complete OR/ER form and give a copy to the teacher.
3. Use **Chart** to determine if conference is required.
4. Conduct conference within 10 working days of formal observation if required.

End of first appraisal period - teacher's supervisor:

1. Complete appraisal.
2. Receive and/or make request for conference.
3. Conduct conference.

After a formal observation, an appraiser must count the number of credits issued in each domain on the completed OR/ER form and, using the **Score Conversion Chart**, determine if a post-observation conference is required.

At the end of the appraisal period, either the teacher or an appraiser may request a conference.

The Summative Conference

Rule: 19 TAC 149.43(g)

Each teacher must receive a summative conference at the end of the last appraisal period. In this conference the teacher's supervisor will review the completed assessment of instructional goals and outcomes, inform the teacher of the domain scores and the overall summary performance score for the year, review the teacher's status relating to requirements for advancement and/or maintenance on the teacher career ladder, make recommendations regarding domains needing improvement, and address a professional growth plan as appropriate. The requirements for post-observation conferences as required in the State Board of Education rule may be met through the summative conference.

Sequence of Activities for the Teacher's Supervisor:

1. Finish the second appraisal of the teacher.
2. Complete the **Appraisal Record** form.
3. Conduct the summative conference.
4. Prepare the **Professional Growth Plan** with the teacher if required or requested.

Content of Summative Conference

The teacher's supervisor must cover the following topics during the summative conference:

- Teacher Assessment of Instructional Goals and Outcomes
- domain and overall summary performance scores
- teacher's status related to requirements for advancement and/or maintenance on the career ladder
- recommendations regarding domains needing improvement
- development of Professional Growth Plan if required or requested

TEXAS EDUCATION AGENCY

Texas Teacher Appraisal System

Score Conversion Chart

These standards are effective September 1, 1988 and remain in effect until changed by the State Board of Education.

I. A Single Observation

Use this chart to determine the need for a post-observation conference in any appraisal period. If, based on a formal observation, the teacher's credit total for any domain is **less than satisfactory,** the appraiser who conducted the observation must have a conference with the teacher.

Performance Criteria

Rating	Domain I	Domain II	Domain III	Domain IV	Domain V
5 = Clearly Outstanding	15.00-18.00	21.00-24.00	17.00-20.00	11.00-14.00	
4 = Exceeds Expectations	12.00-14.99	18.00-20.99	14.00-16.99	8.00-10.99	
3 = Satisfactory	8.00-11.99	14.00-17.99	10.00-13.99	6.00- 7.99	14.00-16.00
2 = Below Expectations	5.00- 7.99	10.00-13.99	8.00- 9.99	4.00- 5.99	13.00-13.99
1 = Unsatisfactory	0.00- 4.99	0.00- 9.99	0.00- 7.99	0.00- 3.99	0.00-12.99

II. Appraisal(s)

Use this chart to determine the need for a Professional Growth Plan at the end of the first appraisal period. For any domain judged **less than satisfactory** at the end of the first appraisal period, a Professional Growth Plan must be developed or modified.

Performance Criteria

Rating	Domain I	Domain II	Domain III	Domain IV	Domain V
5 = Clearly Outstanding	30.00-36.00	42.00-48.00	34.00-40.00	22.00-28.00	
4 = Exceeds Expectations	24.00-29.99	36.00-41.99	28.00-33.99	16.00-21.99	
3 = Satisfactory	16.00-23.99	28.00-35.99	20.00-27.99	12.00-15.99	28.00-32.00
2 = Below Expectations	10.00-15.99	20.00-27.99	16.00-19.99	8.00-11.99	26.00-27.99
1 = Unsatisfactory	0.00- 9.99	0.00-19.99	0.00-15.99	0.00- 7.99	0.00-25.99

III. Overall Summary Performance Score

Use this chart to determine:

1. the teacher's overall summary performance score, and
2. the need for the development of a Professional Growth Plan.

If the teacher's overall summary performance score is **less than satisfactory,** a Professional Growth Plan will be developed.

Rating	Sum of Domain Total Ranges
5 = Clearly Outstanding	160.0-184.0
4 = Exceeds Expectations	136.0-159.9
3 = Satisfactory	104.0-135.9
2 = Below Expectations	80.0-103.9
1 = Unsatisfactory	0.0- 79.9

IV. A Single Appraisal

Use this chart to determine the Domain Rating Score for a single appraisal.

Rating	Domain I	Domain II	Domain III	Domain IV	Domain V
5 = Clearly Outstanding	15.00-18.00	21.00-24.00	17.00-20.00	11.00-14.00	
4 = Exceeds Expectations	12.00-14.99	18.00-20.99	14.00-16.99	8.00-10.99	
3 = Satisfactory	8.00-11.99	14.00-17.99	10.00-13.99	6.00- 7.99	14.00-16.00
2 = Below Expectations	5.00- 7.99	10.00-13.99	8.00- 9.99	4.00- 5.99	13.00-13.99
1 = Unsatisfactory	0.00- 4.99	0.00- 9.99	0.00- 7.99	0.00- 3.99	0.00-12.99

V. Overall Summary Performance Score
Single Appraisal

Use this chart to determine the overall summary performance score for teachers receiving a single appraisal.

Rating	Sum of Domain Total Ranges
5 = Clearly Outstanding	80.0-92.0
4 = Exceeds Expectations	68.0-79.9
3 = Satisfactory	52.0-67.9
2 = Below Expectations	40.0-51.9
1 = Unsatisfactory	0.0-39.9

VI. Example

Double the teacher's overall summary performance score when comparing with teachers receiving two appraisals for career ladder assignment purposes.

(EXAMPLE: 88 × 2 = 176)

Scoring Procedures for A Single Appraisal

1. The Teacher's Supervisor and the Other Appraiser will complete the first and second formal observations.
2. Each appraiser will score an Observation/Evaluation Record as described in *The Appraiser's Manual* on page 57.
3. Using the Appraisal Record Form, the Teacher's Supervisor will record the DOMAIN CREDIT TOTALS in the **Appraisal 1** column under the appropriate appraiser. (Teacher's Supervisor or Other Appraiser) For additional information about scoring Domain V refer to pages 58 and 58a of *The Appraiser's Manual.*
4. The Teacher's Supervisor will multiply the DOMAIN CREDIT TOTALS by the appropriate weight (.60 for the Teacher's Supervisor and .40 for the Other Appraiser) and complete the **Weighted Domain Subtotal** column using the results of this calculation.
5. The Teacher's Supervisor will complete the DOMAIN SCORES section of the Appraisal Record Form following instructions on the Appraisal Record Form.
6. The Teacher's Supervisor will use the Score Conversion Chart, Section IV to determine the DOMAIN RATING score.
7. The Teacher's Supervisor will use the Score Conversion Chart, Section IV to determine the OVERALL SUMMARY PERFORMANCE SCORE.

Scoring Procedures

Observation/Evaluation Record

Teacher's Supervisor:

1. **After each formal observation** an **Observation Record** is completed for Domains I-V. Record the date of the **OR** completion in the space provided in the upper right hand corner of this form.

2. For each **indicator** observed and/or credited, circle the numeral 1. Evidence concerning indicators for which credit is denied must be documented in the space provided.

3. For each **criterion** in which **exceptional quality** is awarded, circle the numeral 3. Evidence concerning the basis for awarding **EQ** credit must be documented in the space provided.

4. For each domain, record the total credits earned in the space provided **(SE + EQ)**.

5. If scoring changes are necessary as a result of additional information obtained during a post-observation conference or through a written response from a teacher, such changes should be made on the **OR** and the changes initialed and dated.

6. **At the end of each appraisal period and/or prior to the summative conference,** an **Evaluation Record** must be developed. Review the completed **Observation Record(s)** and any cumulative data collected up to the end of the appraisal period to determine whether there have been changes prior to findings. Record the date the **Evaluation Record** is developed in the space provided in the upper right hand corner of this form. If after reviewing the data there are no changes to be made, complete steps 5 and 6 below. **If previously awarded SE or EQ credit is to be denied,** strike through the circled numeral. **If credit which was previously denied is now to be awarded,** circle the appropriate numeral. Initial and date each change and record documentation to substantiate the change(s) in the space provided.

7. **For Domain V, credit is automatically awarded** unless documentation justifies denial of credit.

Other Appraiser(s):

1. **After each formal observation,** an **Evaluation Record** must be completed for **Domains I-IV.** Record the date of the **ER** completion in the space provided in the upper right hand corner of this form.

2. For each **indicator** observed and/or credited, circle the numeral 1.

3. For each **criterion** for which **exceptional quality** credit is awarded, circle the numeral 3. Evidence concerning the basis for awarding EQ credit must be documented in the space provided.

4. For each domain, record the total credits earned in the space provided (SE + EQ).

5. If scoring changes are necessary as a result of additional information obtained during a post-observation conference or through a written response from a teacher, such changes should be made on the **ER** and the change(s) initialed and dated.

6. If the teacher's supervisor has scored the teacher's performance in **Domain V** as **"less than satisfactory,"** review documentation and score Domain V.

Appraisal Record

Teacher's Supervisor Section:

1. Transfer the **Domain Credit Totals** from the **Evaluation Record (ER)** to the columns marked **Appraisal 1** and **Appraisal 2** on the **Appraisal Record.**

2. For each domain, add the **Domain Credit Total** columns and record the result in the column marked **Domain Subtotal.**

3. For **Domains I-IV,** multiply by .60 and record the result in the column marked **Weighted Domain Subtotal.**

4. For **Domain V,** consult the **Score Conversion Chart** to determine if the **Domain Subtotal** is **"satisfactory"** or higher. **If the Domain Subtotal is at least "satisfactory,"** record the score in the column marked **Weighted Domain Total** in the section titled **Domain Scores.** If the **Domain Subtotal is "less than satisfactory,"** multiply by .60 and record the result in the column marked **Weighted Domain Subtotal.**

Other Appraiser Section:

1. Transfer the **Domain Credit Totals** from the **ERs** to the **AR** columns marked **Appraisal 1** and **Appraisal 2.** If during an appraisal period more than one person served in the role of the "other appraiser," the **average** of **Domain Credit Totals** from the **ERs** is entered into the column.

2. For **Domains I-IV,** add the columns and record the result in the column marked **Domain Subtotal.** Multiply each **Domain Subtotal** by .40 and record the result in the column marked **Weighted Domain Subtotal.**

3. The other appraiser does not score **Domain V** unless the teacher has a domain subtotal that is **"less than satisfactory"** at the end of **Appraisal Period 2**. In this event, the other appraiser reviews the documentation and independently scores **Domain V** on the **ER** for the teacher. The **Domain Credit Totals** for **Domain V** from the **ERs** are transferred to the **AR** columns **Appraisal 1** and **Appraisal 2**. Sum the columns and record the result in the column marked **Domain Subtotal**. Multiply by .40 and record the result in the column marked **Weighted Domain Subtotal**.

Domain Scores:

1. Record the weight domain subtotals for **Domains I-IV** from the **Teacher's Supervisor** and **Other Appraiser** sections of the **AR**.

2. For **Domains I-IV**, add the **Weighted Domain Subtotal** columns and record the results in the column marked **Weighted Domain Total**.

3. For **Domain V**, the **Weighted Domain Total** will be the **Domain Subtotal** from the teacher's supervisor's appraisal if that rating is **"satisfactory"** or above. If the rating is **"less than satisfactory,"** the **Weighted Domain Subtotals** from both the teacher's supervisor and other appraiser will be entered in the appropriate columns and summed. The result is then recorded in the column marked **Weighted Domain Total**.

4. Use the **Score Conversion Chart** to determine the **Domain Rating** and record it in the column marked **Domain Rating**.

5. Compute the sum of the **Domain Totals** and enter on the line marked **Sum of Domain Totals**.

Overall Summary Performance Score:

1. If no **Domain Rating** of 1 nor two **Domain Ratings** of 2 are present, record the **Sum of the Domain Totals** in the space marked **Overall Summary Performance Score**.

2. If any **Domain Rating** is 1, compare the **Sum of Domain Totals** to the upper limit number for **"unsatisfactory"** on the **Score Conversion Chart**. If the **Sum of Domain Totals** is equal to or less than the upper limit number, record the **Sum of Domain Totals** in the space marked **Overall Summary Performance Score**. If the sum is higher than the upper limit number, record the upper limit number for **"unsatisfactory"** in the space provided.

3. If any two **Domain Ratings** are 2 and no **Domain Rating** is 1, compare the sum of **Domain Totals** to the upper limit number for **"below expectations"** on the **Score Conversion Chart**. If the sum is equal to or less than the upper limit number, record the **Sum of the Domain Totals** in the space marked **Overall Summary Performance Score**. If the sum is higher than the upper limit number, record the upper limit for **"below expectations"** in the space provided.

School District _____ Campus _____

TEXAS EDUCATION AGENCY

Texas Teacher Appraisal System

Observation/Evaluation Record

School Year 19___-___

Observation Record Date _____
Evaluation Record Date _____

Teacher _____ Assignment/Grade _____ Appraisal Period **1** or **2** (circle)

Appraiser _____ Title: Teacher's Supervisor _____ Other Appraiser _____

Subject Area Observed _____ Observation Date _____

Beginning Time _____ Ending Time _____ Scheduled _____ Unscheduled _____

TEACHER'S SUPERVISOR:

1. **After each formal observation** an OBSERVATION RECORD must be completed for Domains I-V. Record the date on which the **OR** is completed in the space provided in the upper right hand corner of this form.
2. **For each indicator observed and/or credited,** circle the numeral **1**. Evidence concerning indicators for which credit is **denied** must be documented in the space provided.
3. **For each criterion in which Exceptional Quality is awarded,** circle the numeral **3**. Evidence concerning the basis for awarding **EQ** credit must be documented in the space provided.
4. **At the end of each appraisal period and/or prior to the summative conference,** an EVALUATION RECORD must be developed. Review the completed OBSERVATION RECORD(S) and any cumulative data collected up to the end of the appraisal period to determine whether changes need to be made regarding **SE** and **EQ** credit. Record the date the EVALUATION RECORD is developed in the space provided in the upper right hand corner of this form. If after reviewing the data there are no changes to be made, complete steps 5 and 6 below. **If previously awarded SE or EQ credit is to be denied,** strike through the circled numeral. **If credit which was previously denied is now to be awarded,** circle the appropriate numeral. Initial and date each change and record documentation to substantiate the change(s) in the space provided.
5. **For Domain V,** credit is automatically awarded unless documentation justifies denial.
6. **For each domain,** record the total credits earned during the appraisal period (SE + EQ) in the space provided.

OTHER APPRAISER(S):

1. **After each formal observation,** an EVALUATION RECORD must be completed for Domains I-IV. Record the date on which the **ER** is completed in the space provided in the upper right hand corner of this form.
2. **For each indicator observed and/or credited,** circle the numeral **1**. Evidence concerning the basis on which credit for an indicator has been denied must be documented in the space provided.
3. **For each criterion for which Exceptional Credit is awarded,** circle the numeral **3**. Evidence concerning the basis for awarding **EQ** credit must be documented in the space provided.
4. **For each domain,** record the total credits earned in the space provided.
5. If the teacher's supervisor has scored the teacher's performance in Domain V less than satisfactory, review documentation and score Domain V.

I. Instructional Strategies

	SE
1. Provides opportunities for students to participate actively and successfully.	
a. varies activities appropriately	1
b. interacts with group(s) appropriately	1
c. solicits student participation	1
d. extends responses/contributions	1
e. provides time for response/ consideration	1
f. implements at appropriate level	1
Exceptional Quality	3
2. Evaluates and provides feedback on student progress during instruction.	
a. communicates learning expectations	1
b. monitors student performance	1
c. solicits responses/demonstrations for assessment	1
d. reinforces correct response/ performances	1
e. provides corrective feedback/ clarifies/none needed	1
f. reteaches/none needed	1
Exceptional Quality	3
FOR EVALUATION RECORD DOMAIN CREDIT TOTAL (SE + EQ)	

II. Classroom Management and Organization

Teacher _____

3. Organizes materials and students.

a. secures student attention	1
b. uses procedures/routines	1
c. gives clear administrative directions/none needed	1
d. maintains appropriate seating/grouping	1
e. has materials/aids/facilities ready	1
Exceptional Quality	3

4. Maximizes amount of time available for instruction.

a. begins promptly/avoids waste at end	1
b. implements appropriate sequence of activities	1
c. maintains appropriate pace	1
d. maintains focus	1
e. keeps students engaged	1
Exceptional Quality	3

5. Manages student behavior.

a. specifies expectations for behavior/none needed	1
b. prevents off-task behavior/none needed	1
c. redirects/stops inappropriate/disruptive behavior/none needed	1
d. applies rules consistently and fairly/none needed	1
e. reinforces behavior appropriately	1
Exceptional Quality	3

FOR EVALUATION RECORD DOMAIN CREDIT TOTAL _____

(SE + EQ)

III. Presentation of Subject Matter

6. Teaches for cognitive, affective, and/or psychomotor learning and transfer.

a. begins with appropriate introduction	1
b. presents information in appropriate sequence	1
c. relates content to prior/future learning	1
d. defines/describes concepts: skills, attitudes, interests	1
e. elaborates critical attributes	1
f. stresses generalization/principle/rule	1
g. provides for application	1
h. closes instruction appropriately	1
Exceptional Quality	3

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III. Presentation of Subject Matter *(continued)*

Teacher _____

7. Uses effective communication skills.

a. makes no significant errors	1
b. explains content/task(s) clearly	1
c. stresses important points/dimensions	1
d. uses correct grammar	1
e. uses accurate language	1
f. demonstrates written skills	1
Exceptional Quality	3

FOR EVALUATION RECORD DOMAIN CREDIT TOTAL _____ (SE + EQ)

IV. Learning Environment

8. Uses strategies to motivate students for learning.

a. relates content to interests/ experiences	1
b. emphasizes value/importance of activity/content	1
c. reinforces/praises efforts	1
d. challenges students	1
Exceptional Quality	3

9. Maintains supportive environment.

a. avoids sarcasm/negative criticism	1
b. establishes climate of courtesy	1
c. encourages slow/reluctant students	1
d. establishes and maintains positive rapport	1
Exceptional Quality	3

FOR EVALUATION RECORD DOMAIN CREDIT TOTAL _____ (SE + EQ)

V. Professional Growth and Responsibilities

10. Plans for and engages in professional development.

a. progresses in growth requirements or none needed	1
b. stays current in content taught	1
c. stays current in instructional methodology	1

V. Professional Growth and Responsibilities *(continued)*

11. Interacts and communicates with parents.

a. initiates communications with parents as appropriate 1
b. conduct conferences with parents in accordance with local policy 1
c. reports student progress to parents 1
d. maintains confidentiality 1

12. Complies with policies, operating procedures, and requirements.

a. follows TEA requirements 1
b. follows district/campus policies/ procedures 1
c. performs assigned duties 1
d. follows promotion procedures 1

13. Promotes and evaluates student growth.

a. participates in goal-setting 1
b. plans instruction 1
c. documents progress 1
d. maintains records 1
e. reports progress 1

FOR EVALUATION RECORD
DOMAIN CREDIT TOTAL [ ]
(SE)

Comments:

Teacher Signature/Date Received OR | Appraiser Signature/Date Completed OR | Date of Conference (if any)

Teacher Signature/Date Received ER | Appraiser Signature/Date Completed ER | Date of Conference (if any)

(The signature of the teacher indicates that he/she has reviewed and received a copy of this record.)

Original Copy—Central Office
Copy #2—Teacher's Supervisor
Copy #3—Teacher

School District Sun Rise
Campus Sunset Elem.

TEXAS EDUCATION AGENCY

Texas Teacher Appraisal System

Observation/Evaluation Record

School Year 19 87-88

Observation Record Date 9/25/87
Evaluation Record Date 12/11/87

Teacher Mr. A Assignment/Grade 5 Appraisal Period (1) or 2 (circle)

Appraiser Ms. X Title: Teacher's Supervisor ✓ Other Appraiser _____

Subject Area Observed Math Observation Date 9/23/87

Beginning Time 9:30 A.M. Ending Time 10:20 A.M. Scheduled _____ Unscheduled ✓

TEACHER'S SUPERVISOR:

1. **After each formal observation** an OBSERVATION RECORD must be completed for Domains I-V. Record the date on which the **OR** is completed in the space provided in the upper right hand corner of this form.
2. **For each indicator observed and/or credited,** circle the numeral 1. Evidence concerning indicators for which credit is **denied** must be documented in the space provided.
3. **For each criterion in which Exceptional Quality is awarded,** circle the numeral 3. Evidence concerning the basis for awarding **EQ** credit must be documented in the space provided.
4. **At the end of each appraisal period and/or prior to the summative conference,** an EVALUATION RECORD must be developed. Review the completed OBSERVATION RECORD(S) and any cumulative data collected up to the end of the appraisal period to determine whether changes need to be made regarding **SE** and **EQ** credit. Record the date the EVALUATION RECORD is developed in the space provided in the upper right hand corner of this form. If after reviewing the data there are no changes to be made, complete steps 5 and 6 below. **If previously awarded SE or EQ credit is to be denied,** strike through the circled numeral. **If credit which was previously denied is now to be awarded,** circle the appropriate numeral. Initial and date each change and record documentation to substantiate the change(s) in the space provided.
5. **For Domain V,** credit is automatically awarded unless documentation justifies denial.
6. **For each domain,** record the total credits earned during the appraisal period (SE + EQ) in the space provided.

OTHER APPRAISER(S):

1. **After each formal observation,** an EVALUATION RECORD must be completed for Domains I-IV. Record the date on which the **ER** is completed in the space provided in the upper right hand corner of this form.
2. **For each indicator observed and/or credited,** circle the numeral 1. Evidence concerning the basis on which credit for an indicator has been denied must be documented in the space provided.
3. **For each criterion for which Exceptional Credit is awarded,** circle the numeral 3. Evidence concerning the basis for awarding **EQ** credit must be documented in the space provided.
4. **For each domain,** record the total credits earned in the space provided.
5. If the teacher's supervisor has scored the teacher's performance in Domain V less than satisfactory, review documentation and score Domain V.

SAMPLE

I. Instructional Strategies

SE

1. Provides opportunities for students to participate actively and successfully.

e. For 8 of the 10 questions asked, the wait time for responses was less than 3 seconds.

a.	varies activities appropriately	(1)
b.	interacts with group(s) appropriately	(1)
c.	solicits student participation	(1)
d.	extends responses/contributions	(1)
e.	provides time for response/ consideration	1
f.	implements at appropriate level	(1)
	Exceptional Quality	3

2. Evaluates and provides feedback on student progress during instruction.

d. Did not acknowledge the correctness of responses from 6 students.

a.	communicates learning expectations	(1)
b.	monitors student performance	(1)
c.	solicits responses/demonstrations for assessment	(1)
d.	reinforces correct response/ performances	1
e.	provides corrective feedback/ clarifies/none needed	(1)
f.	reteaches/none needed	(1)
	Exceptional Quality	3

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FOR EVALUATION RECORD DOMAIN CREDIT TOTAL (SE + EQ) **10**

II. Classroom Management and Organization

Teacher Mr. A.

3. Organizes materials and students.

a. secures student attention 1
b. uses procedures/routines 1
c. gives clear administrative directions/none needed 1
d. maintains appropriate seating/grouping 1
e. has materials/aids/facilities ready 1

Exceptional Quality 3

4. Maximizes amount of time available for instruction.

a. begins promptly/avoids waste at end 1
b. implements appropriate sequence of activities 1
c. maintains appropriate pace 1
d. maintains focus 1
e. keeps students engaged 1

Exceptional Quality 3

5. Manages student behavior.

EQ - Student behavior & attentiveness were excellent because of the expectations established by the teacher. The strategies used to monitor student performance, eliminated off-task behavior/inappropriate behavior. Appropriate behavior was frequently reinforced with positive remarks and non-verbal signals.

a. specifies expectations for behavior/none needed 1
b. prevents off-task behavior/none needed 1
c. redirects/stops inappropriate/disruptive behavior/none needed 1
d. applies rules consistently and fairly/none needed 1
e. reinforces behavior appropriately 1

Exceptional Quality 3

FOR EVALUATION RECORD DOMAIN CREDIT TOTAL: 18 (SE + EQ)

III. Presentation of Subject Matter

6. Teaches for cognitive, affective, and/or psychomotor learning and transfer.

EQ. Introduction caught students' attention & set the stage for the rest of the lesson. Lesson sequence contributed to the students' identification of critical attributes & generalizations re the lesson.

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h. Closure did not because time ran out & students had to go to physical education.

a. begins with appropriate introduction 1
b. presents information in appropriate sequence 1
c. relates content to prior/future learning 1
d. defines/describes concepts: skills, attitudes, interests 1
e. elaborates critical attributes 1
f. stresses generalization/principle/rule 1
g. provides for application 1
h. closes instruction appropriately 1

Exceptional Quality 3

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SAMPLE

III. Presentation of Subject Matter *(continued)*

Teacher Mr. A.

7. Uses effective communication skills.

a. makes no significant errors (1)
b. explains content/task(s) clearly (1)
c. stresses important points/dimensions (1)
d. uses correct grammar (1)
e. uses accurate language (1)
f. demonstrates written skills (1)

Exceptional Quality 3

FOR EVALUATION RECORD DOMAIN CREDIT TOTAL: 16 (SE + EQ)

IV. Learning Environment

8. Uses strategies to motivate students for learning.

c. Missed 10 opportunities to praise student work.

C. Followed up with two short visits to focus on this indicator. Strategies which were discussed and which were in Memo dated 10/[illegible] had been implemented.

a. relates content to interests/ experiences (1)
b. emphasizes value/importance of activity/content (1)
c. reinforces/praises efforts 10/23/87 mx (1)
d. challenges students (1)

Exceptional Quality 3

9. Maintains supportive environment.

a. avoids sarcasm/negative criticism (1)
b. establishes climate of courtesy (1)
c. encourages slow/reluctant students (1)
d. establishes and maintains positive rapport (1)

Exceptional Quality 3

FOR EVALUATION RECORD DOMAIN CREDIT TOTAL: 8 (SE + EQ)

V. Professional Growth and Responsibilities

10. Plans for and engages in professional development.

a. progresses in growth requirements or none needed (1)
b. stays current in content taught (1)
c. stays current in instructional methodology (1)

V. Professional Growth and Responsibilities *(continued)*

Teacher Mr. A.

11. Interacts and communicates with parents.

a. initiates communications with parents as appropriate (1)
b. conduct conferences with parents in accordance with local policy (1)
c. reports student progress to students (1) 8
d. maintains confidentiality (1)

12. Complies with policies, operating procedures, and requirements.

a. follows TEA requirements (1)
b. follows district/campus policies/ procedures MZ 12/11/87 (1) X
c. performs assigned duties (1)
d. follows promotion procedures (1)

b. This problem was addressed in 3 memos dated 9-11, 9-25, and 10/5. The problem concerned performing assigned hall duty and bus duty.

13. Promotes and evaluates student growth.

a. participates in goal-setting (1)
b. plans instruction (1)
c. documents progress (1)
d. maintains records (1)
e. reports progress (1)

SAMPLE

MZ 12/11/87

FOR EVALUATION RECORD DOMAIN CREDIT TOTAL 46 (SE)

Comments:

Mr. A. 9/26/87
Teacher Signature/Date Received OR

MZ 9/25/87
Appraiser Signature/Date Completed OR

9/26/87
Date of Conference (if any)

Mr. A 12/12/87
Teacher Signature/Date Received ER

Mr. Z 12/11/87
Appraiser Signature/Date Completed ER

12/12/87
Date of Conference (if any)

(The signature of the teacher indicates that he/she has reviewed and received a copy of this record.)

Original Copy—Central Office
Copy #2—Teacher's Supervisor
Copy #3—Teacher

School District Sun Rise ISD
Campus Sun Set Elementary School

TEXAS EDUCATION AGENCY

Texas Teacher Appraisal System
Observation/Evaluation Record
School Year 19 87-88

Observation Record Date _____
Evaluation Record Date 10-2-87

Teacher Mr. A Assignment/Grade 5 Appraisal Period (1) or 2 (circle)
Appraiser Mr. Q Title: Teacher's Supervisor _____ Other Appraiser ✓
Subject Area Observed Math Observation Date 10-2-87
Beginning Time 10:05 AM Ending Time 11:00 AM Scheduled ✓ Unscheduled _____

TEACHER'S SUPERVISOR:
1. **After each formal observation** an OBSERVATION RECORD must be completed for Domains I-V. Record the date on which the **OR** is completed in the space provided in the upper right hand corner of this form.
2. **For each indicator observed and/or credited,** circle the numeral 1. Evidence concerning indicators for which credit is **denied** must be documented in the space provided.
3. **For each criterion in which Exceptional Quality is awarded,** circle the numeral 3. Evidence concerning the basis for awarding **EQ** credit must be documented in the space provided.
4. **At the end of each appraisal period and/or prior to the summative conference,** an EVALUATION RECORD must be developed. Review the completed OBSERVATION RECORD(S) and any cumulative data collected up to the end of the appraisal period to determine whether changes need to be made regarding **SE** and **EQ** credit. Record the date the EVALUATION RECORD is developed in the space provided in the upper right hand corner of this form. If after reviewing the data there are no changes to be made, complete steps 5 and 6 below. **If previously awarded SE or EQ credit is to be denied,** strike through the circled numeral. **If credit which was previously denied is now to be awarded,** circle the appropriate numeral. Initial and date each change and record documentation to substantiate the change(s) in the space provided.
5. **For Domain V,** credit is automatically awarded unless documentation justifies denial.
6. **For each domain,** record the total credits earned during the appraisal period (SE + EQ) in the space provided.

OTHER APPRAISER(S):
1. **After each formal observation,** an EVALUATION RECORD must be completed for Domains I-IV. Record the date on which the **ER** is completed in the space provided in the upper right hand corner of this form.
2. **For each indicator observed and/or credited,** circle the numeral 1. Evidence concerning the basis on which credit for an indicator has been denied must be documented in the space provided.
3. **For each criterion for which Exceptional Credit is awarded,** circle the numeral 3. Evidence concerning the basis for awarding EQ credit must be documented in the space provided.
4. **For each domain,** record the total credits earned in the space provided.
5. If the teacher's supervisor has scored the teacher's performance in a domain lower than satisfactory, review documentation and score Domain V.

SAMPLE

I. Instructional Strategies

	SE
1. Provides opportunities for students to participate actively and successfully.	
a. varies activities appropriately	(1)
b. interacts with group(s) appropriately	(1)
c. solicits student participation	(1)
d. extends responses/contributions	(1)
e. provides time for response/ consideration	(1)
f. implements at appropriate level	(1)
Exceptional Quality	3
2. Evaluates and provides feedback on student progress during instruction.	
a. communicates learning expectations	(1)
b. monitors student performance	1
c. solicits responses/demonstrations for assessment	(1)
d. reinforces correct response/ performances	(1)
e. provides corrective feedback/ clarifies/none needed	(1)
f. reteaches/none needed	1
Exceptional Quality	3

b. Most of the students' (22 out of 28) responses were from 8 students sitting in the front.

f. Four students sitting in the back of the room were working problems incorrectly. Teacher unaware of problem.

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FOR EVALUATION RECORD DOMAIN CREDIT TOTAL: 10 (SE + EQ)

II. Classroom Management and Organization

Teacher Mr A.

3. Organizes materials and students.

b+e. Teacher took 12 minutes to get instruction started. Took 6 minutes to take roll and another 6 minutes for teacher to organize materials, find transpareneies, and focus overhead. Students sat and waited.

a. secures student attention	(1)
b. uses procedures/routines	1
c. gives clear administrative directions/none needed	(1)
d. maintains appropriate seating/grouping	(1)
e. has materials/aids/facilities ready	1
Exceptional Quality	3

4. Maximizes amount of time available for instruction.

a. begins promptly/avoids waste at end	(1)
b. implements appropriate sequence of activities	(1)
c. maintains appropriate pace	(1)
d. maintains focus	(1)
e. keeps students engaged	(1)
Exceptional Quality	3

5. Manages student behavior.

b. Several students in the back of the room were inattentive or doing work unrelated to lesson. (reading book, doing a spelling assignment, drawing pictures). Teacher stayed at front of room.

a. specifies expectations for behavior/none needed	(1)
b. prevents off-task behavior/none needed	1
c. redirects/stops inappropriate/disruptive behavior/none needed	(1)
d. applies rules consistently and fairly/none needed	(1)
e. reinforces behavior appropriately	(1)
Exceptional Quality	3

FOR EVALUATION RECORD DOMAIN CREDIT TOTAL: 12 (SE + EQ)

III. Presentation of Subject Matter

6. Teaches for cognitive, affective, and/or psychomotor learning and transfer.

a. begins with appropriate introduction	(1)
b. presents information in appropriate sequence	(1)
c. relates content to prior/future learning	(1)
d. defines/describes concepts: skills, attitudes, interests	(1)
e. elaborates critical attributes	(1)
f. stresses generalization/principle/rule	(1)
g. provides for application	(1)
h. closes instruction appropriately	(1)
Exceptional Quality	3

III. Presentation of Subject Matter *(continued)*

Teacher Mr. A.

7. Uses effective communication skills.

a. makes no significant errors (1)
b. explains content/task(s) clearly (1)
c. stresses important points/dimensions (1)
d. uses correct grammar (1)
e. uses accurate language (1)
f. demonstrates written skills (1)

Exceptional Quality 3

FOR EVALUATION RECORD DOMAIN CREDIT TOTAL: 14 (SE + EQ)

IV. Learning Environment

8. Uses strategies to motivate students for learning.

a. relates content to interests/ experiences (1)
b. emphasizes value/importance of activity/content (1)
c. reinforces/praises efforts (1)
d. challenges students (1)

Exceptional Quality 3

9. Maintains supportive environment.

a. avoids sarcasm/negative criticism (1)
b. establishes climate of courtesy (1)
c. encourages slow/reluctant students (1)
d. establishes and maintains positive rapport (1)

Exceptional Quality (3)

EQ – Very courteous classroom. All students exhibited good manners which indicated teacher emphasis and influence. Provided special attention to three students who have difficulty by giving personal attention and providing them with successful opportunities.

FOR EVALUATION RECORD DOMAIN CREDIT TOTAL: 11 (SE + EQ)

V. Professional Growth and Responsibilities

10. Plans for and engages in professional development.

a. progresses in growth requirements or none needed 1
b. stays current in content taught 1
c. stays current in instructional methodology 1

SAMPLE

V. Professional Growth and Responsibilities *(continued)*

Teacher Mr. A

11. Interacts and communicates with parents.

a. initiates communications with parents as appropriate 1
b. conduct conferences with parents in accordance with local policy 1
c. reports student progress to students 1
d. maintains confidentiality 1

12. Complies with policies, operating procedures, and requirements.

a. follows TEA requirements 1
b. follows district/campus policies/ procedures 1
c. performs assigned duties 1
d. follows promotion procedures 1

13. Promotes and evaluates student growth.

a. participates in goal-setting 1
b. plans instruction 1
c. documents progress 1
d. maintains records 1
e. reports progress 1

SAMPLE

FOR EVALUATION RECORD DOMAIN CREDIT TOTAL [ ] (SE)

Comments: Domain 5 - Not applicable at this time.

Teacher Signature/Date Received OR	Appraiser Signature/Date Completed OR	Date of Conference (if any)
Mr. A 10/3/87	Mr. Q. 10-2-87	10-3-87
Teacher Signature/Date Received ER	Appraiser Signature/Date Completed ER	Date of Conference (if any)

(The signature of the teacher indicates that he/she has reviewed and received a copy of this record.)

Original Copy—Central Office
Copy #2—Teacher's Supervisor
Copy #3—Teacher

Example of poor documentation

School District Sug Pine
Campus Sun Set Elem.

TEXAS EDUCATION AGENCY

Texas Teacher Appraisal System

Observation/Evaluation Record

School Year 19___-___

Observation Record Date 2/21/88
Evaluation Record Date 5/15/88

Teacher Mrs. A. Assignment/Grade 5 Appraisal Period 1 or (2) (circle)

Appraiser Mr. X. Title: Teacher's Supervisor ✓ Other Appraiser _____

Subject Area Observed Math Observation Date 2/21/88

Beginning Time 1:05 p.m. Ending Time 1:50 p. Scheduled _____ Unscheduled ✓

TEACHER'S SUPERVISOR:

1. **After each formal observation** an OBSERVATION RECORD must be completed for Domains I-V. Record the date on which the **OR** is completed in the space provided in the upper right hand corner of this form.
2. **For each indicator observed and/or credited,** circle the numeral **1**. Evidence concerning indicators for which credit is **denied** must be documented in the space provided.
3. **For each criterion in which Exceptional Quality is awarded,** circle the numeral **3**. Evidence concerning the basis for awarding **EQ** credit must be documented in the space provided.
4. **At the end of each appraisal period and/or prior to the summative conference,** an EVALUATION RECORD must be developed. Review the completed OBSERVATION RECORD(S) and any cumulative data collected up to the end of the appraisal period to determine whether changes need to be made regarding **SE** and **EQ** credit. Record the date the EVALUATION RECORD is developed in the space provided in the upper right hand corner of this form. If after reviewing the data there are no changes to be made, complete steps 5 and 6 below. **If previously awarded SE or EQ credit is to be denied,** strike through the circled numeral. **If credit which was previously denied is now to be awarded,** circle the appropriate numeral. Initial and date each change and record documentation to substantiate the change(s) in the space provided.
5. **For Domain V,** credit is automatically awarded unless documentation justifies denial.
6. **For each domain,** record the total credits earned during the appraisal period (SE + EQ) in the space provided.

OTHER APPRAISER(S):

1. **After each formal observation,** an EVALUATION RECORD must be completed for Domains I-IV. Record the date on which the **ER** is completed in the space provided in the upper right hand corner of this form.
2. **For each indicator observed and/or credited,** circle the numeral **1**. Evidence concerning the basis on which credit for an indicator has been denied must be documented in the space provided.
3. **For each criterion for which Exceptional Credit is awarded,** circle the numeral **3**. Evidence concerning the basis for awarding **EQ** credit must be documented in the space provided.
4. **For each domain,** record the total credits earned in the space provided.
5. If the teacher's supervisor has scored the teacher's performance in Domain V less than satisfactory, review documentation and score Domain V.

I. Instructional Strategies

SE

1. Provides opportunities for students to participate actively and successfully.

Students are really active.

a. varies activities appropriately (1)
b. interacts with group(s) appropriately (1)
c. solicits student participation (1)
d. extends responses/contributions (1)
e. provides time for response/ consideration (1)
f. implements at appropriate level (1)

Exceptional Quality 5/2/88 (3)

2. Evaluates and provides feedback on student progress during instruction.

a. communicates learning expectations (1)
b. monitors student performance (1)
c. solicits responses/demonstrations for assessment (1)
d. reinforces correct response/ performances (1)
e. provides corrective feedback/ clarifies/none needed (1)
f. reteaches/none needed (1)

Exceptional Quality 5/2/88 (3)

FOR EVALUATION RECORD DOMAIN CREDIT TOTAL: 18 (SE + EQ)

EXAMPLES

II. Classroom Management and Organization

Teacher Mr. A.

3. Organizes materials and students.

Everyone seemed to know what to do.

- a. secures student attention 1
- b. uses procedures/routines 1
- c. gives clear administrative directions/none needed 1
- d. maintains appropriate seating/grouping 1
- e. has materials/aids/facilities ready 1

Exceptional Quality 3

4. Maximizes amount of time available for instruction.

- a. begins promptly/avoids waste at end 1
- b. implements appropriate sequence of activities 1
- c. maintains appropriate pace 1
- d. maintains focus 1
- e. keeps students engaged 1

Exceptional Quality 3

5. Manages student behavior.

- a. specifies expectations for behavior/none needed 1
- b. prevents off-task behavior/none needed 1
- c. redirects/stops inappropriate/disruptive behavior/none needed 1
- d. applies rules consistently and fairly/none needed 1
- e. reinforces behavior appropriately 1

Exceptional Quality 3

FOR EVALUATION RECORD DOMAIN CREDIT TOTAL: 15 (SE + EQ)

SAMPLE

III. Presentation of Subject Matter

6. Teaches for cognitive, affective, and/or psychomotor learning and transfer.

Great job!

- a. begins with appropriate introduction 1
- b. presents information in appropriate sequence 1
- c. relates content to prior/future learning 1
- d. defines/describes concepts: skills, attitudes, interests 1
- e. elaborates critical attributes 1
- f. stresses generalization/principle/rule 1
- g. provides for application 1
- h. closes instruction appropriately 1

Exceptional Quality 3

III. Presentation of Subject Matter *(continued)*

Teacher Mr. A.

7. Uses effective communication skills.

Excellent job as always!

a. makes no significant errors 1
b. explains content/task(s) clearly 1
c. stresses important points/dimensions 1
d. uses correct grammar 1
e. uses accurate language 1
f. demonstrates written skills 1

Exceptional Quality 3

FOR EVALUATION RECORD DOMAIN CREDIT TOTAL: 20 (SE + EQ)

IV. Learning Environment

8. Uses strategies to motivate students for learning.

Really motivates students.

a. relates content to interests/ experiences 1
b. emphasizes value/importance of activity/content 1
c. reinforces/praises efforts 1
d. challenges students 1

Exceptional Quality 3

9. Maintains supportive environment.

Very positive atmosphere

SAMPLE

a. avoids sarcasm/negative criticism 1
b. establishes climate of courtesy 1
c. encourages slow/reluctant students 1
d. establishes and maintains positive rapport 1

Exceptional Quality 3

FOR EVALUATION RECORD DOMAIN CREDIT TOTAL: 14 (SE + EQ)

V. Professional Growth and Responsibilities

10. Plans for and engages in professional development.

a. progresses in growth requirements or none needed 1
b. stays current in content taught 1
c. stays current in instructional methodology 1

V. Professional Growth and Responsibilities *(continued)*

Teacher Mr. A.

11. Interacts and communicates with parents.

a. initiates communications with parents as appropriate — 1
b. conduct conferences with parents in accordance with local policy — 1
c. reports student progress to students — 1
d. maintains confidentiality — 1

12. Complies with policies, operating procedures, and requirements.

a. follows TEA requirements — 1
b. follows district/campus policies/ procedures — 1
c. performs assigned duties — 1
d. follows promotion procedures — 1

13. Promotes and evaluates student growth.

a. participates in goal-setting — 1
b. plans instruction — 1
c. documents progress — 1
d. maintains records — 1
e. reports progress — 1

SAMPLE

FOR EVALUATION RECORD DOMAIN CREDIT TOTAL: 16 (SE)

Comments:

Teacher Signature/Date Received		Appraiser Signature/Date Completed		Date of Conference (if any)
Mr. A.	OR	Ms. X.	OR	3/14/88
Mr. A.	ER	Ms. X.	ER	5/16/88

(The signature of the teacher indicates that he/she has reviewed and received a copy of this record.)

Original Copy—Central Office
Copy #2—Teacher's Supervisor
Copy #3—Teacher

School District Sun Rise ISD
Campus Sun Set Elementary

TEXAS EDUCATION AGENCY

Texas Teacher Appraisal System

Observation/Evaluation Record

School Year 19 87-88

Observation Record Date _____
Evaluation Record Date 3-5-88

Teacher Mr. A Assignment/Grade 5 Appraisal Period 1 or (2) (circle)

Appraiser Mr. Q Title: Teacher's Supervisor _____ Other Appraiser ✓

Subject Area Observed Math Observation Date 3-4-88

Beginning Time 2:10 P.M. Ending Time 3:00 P.M. Scheduled _____ Unscheduled ✓

TEACHER'S SUPERVISOR:

1. **After each formal observation** an OBSERVATION RECORD must be completed for Domains I-V. Record the date on which the **OR** is completed in the space provided in the upper right hand corner of this form.
2. **For each indicator observed and/or credited,** circle the numeral 1. Evidence concerning indicators for which credit is **denied** must be documented in the space provided.
3. **For each criterion in which Exceptional Quality is awarded,** circle the numeral 3. Evidence concerning the basis for awarding **EQ** credit must be documented in the space provided.
4. **At the end of each appraisal period and/or prior to the summative conference,** an EVALUATION RECORD must be developed. Review the completed OBSERVATION RECORD(S) and any cumulative data collected up to the end of the appraisal period to determine whether changes need to be made regarding **SE** and **EQ** credit. Record the date the EVALUATION RECORD is developed in the space provided in the upper right hand corner of this form. If after reviewing the data there are no changes to be made, complete steps 5 and 6 below. **If previously awarded SE or EQ credit is to be denied,** strike through the circled numeral. **If credit which was previously denied is now to be awarded,** circle the appropriate numeral. Initial and date each change and record documentation to substantiate the change(s) in the space provided.
5. **For Domain V,** credit is automatically awarded **unless** documentation justifies denial.
6. **For each domain,** record the total credits earned during the appraisal period (SE + EQ) in the space provided.

OTHER APPRAISER(S):

1. **After each formal observation,** an EVALUATION RECORD must be completed for Domains I-IV. Record the date on which the **ER** is completed in the space provided in the upper right hand corner of this form.
2. **For each indicator observed and/or credited,** circle the numeral 1. Evidence concerning the basis on which credit for an indicator has been denied must be documented in the space provided.
3. **For each criterion for which Exceptional Credit is awarded,** circle the numeral 3. Evidence concerning the basis for awarding **EQ** credit must be documented in the space provided.
4. **For each domain,** record the total credits earned in the space provided.
5. If the teacher's supervisor has scored the teacher's performance in Domain V less than satisfactory, review documentation and score Domain V.

I. Instructional Strategies

SE

1. Provides opportunities for students to participate actively and successfully.

a. varies activities appropriately (1)
b. interacts with group(s) appropriately (1)
c. solicits student participation (1)
d. extends responses/contributions (1)
e. provides time for response/ consideration (1)
f. implements at appropriate level (1)

Exceptional Quality 3

2. Evaluates and provides feedback on student progress during instruction.

a. communicates learning expectations (1)
b. monitors student performance (1)
c. solicits responses/demonstrations for assessment (1)
d. reinforces correct response/ performances (1)
e. provides corrective feedback/ clarifies/none needed (1)
f. reteaches/none needed (1)

Exceptional Quality 3

60

FOR EVALUATION RECORD DOMAIN CREDIT TOTAL: 12 (SE + EQ)

II. Classroom Management and Organization

Teacher Mr. A

3. Organizes materials and students.

a. secures student attention (1)
b. uses procedures/routines (1)
c. gives clear administrative directions/none needed (1)
d. maintains appropriate seating/grouping (1)
e. has materials/aids/facilities ready (1)

Exceptional Quality 3

4. Maximizes amount of time available for instruction.

a. begins promptly/avoids waste at end (1)
b. implements appropriate sequence of activities (1)
c. maintains appropriate pace (1)
d. maintains focus (1)
e. keeps students engaged (1)

Exceptional Quality 3

5. Manages student behavior.

a. specifies expectations for behavior/none needed (1)
b. prevents off-task behavior/none needed (1)
c. redirects/stops inappropriate/disruptive behavior/none needed (1)
d. applies rules consistently and fairly/none needed (1)
e. reinforces behavior appropriately (1)

Exceptional Quality 3

FOR EVALUATION RECORD DOMAIN CREDIT TOTAL: 15 (SE + EQ)

SAMPLE

III. Presentation of Subject Matter

6. Teaches for cognitive, affective, and/or psychomotor learning and transfer.

a. begins with appropriate introduction (1)
b. presents information in appropriate sequence (1)
c. relates content to prior/future learning (1)
d. defines/describes concepts: skills, attitudes, interests (1)
e. elaborates critical attributes (1)
f. stresses generalization/principle/rule (1)
g. provides for application (1)
h. closes instruction appropriately (1)

Exceptional Quality 3

III. Presentation of Subject Matter *(continued)*

Teacher Mr. A

7. Uses effective communication skills.

a. makes no significant errors (1)
b. explains content/task(s) clearly (1)
c. stresses important points/dimensions (1)
d. uses correct grammar (1)
e. uses accurate language (1)
f. demonstrates written skills (1)

Exceptional Quality 3

FOR EVALUATION RECORD DOMAIN CREDIT TOTAL: 14 (SE + EQ)

IV. Learning Environment

8. Uses strategies to motivate students for learning.

a. relates content to interests/ experiences (1)
b. emphasizes value/importance of activity/content (1)
c. reinforces/praises efforts (1)
d. challenges students (1)

Exceptional Quality 3

9. Maintains supportive environment.

a. avoids sarcasm/negative criticism (1)
b. establishes climate of courtesy (1)
c. encourages slow/reluctant students (1)
d. establishes and maintains positive rapport (1)

Exceptional Quality 3

FOR EVALUATION RECORD DOMAIN CREDIT TOTAL: 8 (SE + EQ)

V. Professional Growth and Responsibilities

10. Plans for and engages in professional development.

a. progresses in growth requirements or none needed 1
b. stays current in content taught 1
c. stays current in instructional methodology 1

SAMPLE

V. Professional Growth and Responsibilities *(continued)*

Teacher Mr. A

11. Interacts and communicates with parents.

a. initiates communications with parents as appropriate 1
b. conduct conferences with parents in accordance with local policy 1
c. reports student progress to students 1
d. maintains confidentiality 1

12. Complies with policies, operating procedures, and requirements.

a. follows TEA requirements 1
b. follows district/campus policies/ procedures 1
c. performs assigned duties 1
d. follows promotion procedures 1

13. Promotes and evaluates student growth.

a. participates in goal-setting 1
b. plans instruction 1
c. documents progress 1
d. maintains records 1
e. reports progress 1

SAMPLE

FOR EVALUATION RECORD
DOMAIN CREDIT TOTAL [ ]
(SE)

Comments: Domain V - Not applicable at this time.

Teacher Signature/Date Received OR	Appraiser Signature/Date Completed OR	Date of Conference (if any)
Mr. A 3-6-88	Mr. Q 3-5-88	3-6-88
Teacher Signature/Date Received ER	Appraiser Signature/Date Completed ER	Date of Conference (if any)

(The signature of the teacher indicates that he/she has reviewed and received a copy of this record.)

Original Copy—Central Office
Copy #2—Teacher's Supervisor
Copy #3—Teacher

School District _____ TEXAS EDUCATION AGENCY Campus _____

Teacher _____ **Texas Teacher Appraisal System**

Assignment/Grade _____ **Appraisal Record**

School Year 19____-____

Domain Subtotal

Name of Teacher's Supervisor: _____

Instructions: (1) Transfer the DOMAIN CREDIT TOTALS from the Evaluation Records, (2) add the totals, and (3) multiply the result by .60 to obtain the **Weighted Domain Subtotal.**

Domain	Appraisal 1		Appraisal 2		Domain Subtotal		Weighted Domain Subtotal
I. Instructional Strategies	_____	+	_____	=	_____	×	.60 = _____
II. Classroom Management and Organization	_____	+	_____	=	_____	×	.60 = _____
III. Presentation of Subject Matter	_____	+	_____	=	_____	×	.60 = _____
IV. Learning Environment	_____	+	_____	=	_____	×	.60 = _____
V. Professional Growth and Responsibilities	_____	+	_____	=	_____	×	.60 = _____

Name(s) of Other Appraiser: _____

Instructions: (1) Transfer the DOMAIN CREDIT TOTALS from the Evaluation Records, (2) add the totals, and (3) multiply by .40 to obtain the **Weighted Domain Subtotal.**

Domain	Appraisal 1		Appraisal 2		Domain Subtotal		Weighted Domain Subtotal
I. Instructional Strategies	_____	+	_____	=	_____	×	.40 = _____
II. Classroom Management and Organization	_____	+	_____	=	_____	×	.40 = _____
III. Presentation of Subject Matter	_____	+	_____	=	_____	×	.40 = _____
IV. Learning Environment	_____	+	_____	=	_____	×	.40 = _____
V. Professional Growth and Responsibilities	_____	+	_____	=	_____	×	.40 = _____

Domain Scores:

(1) Compute the **Domain Total** by adding the DOMAIN SUBTOTALS of both appraisers.
(2) Consult the Score Conversion Chart to convert each DOMAIN TOTAL to a **Domain Rating.**

	Teacher Supervisor Wtd. Domain Subtotal		Other Appraiser Wtd. Domain Subtotal		Weighted Domain Total	Domain Rating
I. Instructional Strategies	_____	+	_____	=	_____	_____
II. Classroom Management and Organization	_____	+	_____	=	_____	_____
III. Presentation of Subject Matter	_____	+	_____	=	_____	_____
IV. Learning Environment	_____	+	_____	=	_____	_____
V. Professional Growth and Responsibilities	_____	+	_____	=	_____	_____
			Sum of Domain Totals	=	_____	

Overall Summary Performance Score:

Record the **Overall Summary Performance Score** as the SUM OF THE DOMAIN TOTALS except that the Overall Summary Performance Score can be no higher than:

(a) the upper limit of the unsatisfactory range if any DOMAIN RATING is **1**, or
(b) the upper limit of the below expectations range if any two DOMAIN RATINGS are **2** and no DOMAIN RATING is **1**.

Overall Summary Performance Score = ☐

_____
Teacher's Supervisor Signature/Date Completed

_____
Teacher Signature Date

NOTE: The signature of the teacher indicates that he/she has received a copy of the Appraisal Record and the results of the performance appraisals have been discussed in a conference.

Signature of other appraiser(s) if present at conference

_____

_____

_____

_____
Date of Conference

64

Original Copy—Central Office; Copy #2—Teacher's Supervisor; Copy #3—Teacher

School District Sun Rise ISD **TEXAS EDUCATION AGENCY** Campus Sun Set Elementary

Teacher Mr. A

Assignment/Grade Math - 5

Texas Teacher Appraisal System

Appraisal Record

School Year 19 87-88

Domain Subtotal

Name of Teacher's Supervisor: Ms. X

Instructions: (1) Transfer the DOMAIN CREDIT TOTALS from the Evaluation Records, (2) add the totals, and (3) multiply the result by .60 to obtain the **Weighted Domain Subtotal.**

Domain	Appraisal 1		Appraisal 2		Domain Subtotal		Weighted Domain Subtotal
I. Instructional Strategies	10	+	18	=	28	× .60 =	16.8
II. Classroom Management and Organization	18	+	15	=	33	× .60 =	19.8
III. Presentation of Subject Matter	16	+	20	=	36	× .60 =	21.6
IV. Learning Environment	8	+	14	=	22	× .60 =	13.2
V. Professional Growth and Responsibilities	15	+	16	=	31	× .60 =	

Name(s) of Other Appraiser: Mr. Q

Instructions: (1) Transfer the DOMAIN CREDIT TOTALS from the Evaluation Records, (2) add the totals, and (3) multiply by .40 to obtain the **Weighted Domain Subtotal.**

Domain	Appraisal 1		Appraisal 2		Domain Subtotal		Weighted Domain Subtotal
I. Instructional Strategies	10	+	12	=	22	× .40 =	8.8
II. Classroom Management and Organization	[illegible]	+	15	=	27	× .40 =	10.8
III. Presentation of Subject Matter	[illegible]	+	14	=	28	× .40 =	11.2
IV. Learning Environment	11	+	8	=	19	× .40 =	7.6
V. Professional Growth and Responsibilities		+		=		× .40 =	

SAMPLE

Domain Scores:

(1) Compute the **Domain Total** by adding the DOMAIN SUBTOTALS of both appraisers.
(2) Consult the Score Conversion Chart to convert each DOMAIN TOTAL to a Domain Rating.

	Teacher Supervisor Wtd. Domain Subtotal		Other Appraiser Wtd. Domain Subtotal		Weighted Domain Total	Domain Rating
I. Instructional Strategies	16.8	+	8.8	=	25.6	4
II. Classroom Management and Organization	19.8	+	10.8	=	30.6	3
III. Presentation of Subject Matter	21.6	+	11.2	=	32.8	5
IV. Learning Environment	13.2	+	7.6	=	20.8	4
V. Professional Growth and Responsibilities	31	+		=	31	3
			Sum of Domain Totals	=	140.8	

Overall Summary Performance Score:

Record the **Overall Summary Performance Score** as the SUM OF THE DOMAIN TOTALS except that the Overall Summary Performance Score can be no higher than:

(a) the upper limit of the unsatisfactory range if any DOMAIN RATING is 1, or
(b) the upper limit of the below expectations range if any two DOMAIN RATINGS are 2 and no DOMAIN RATING is 1.

Overall Summary Performance Score = 140.8

Ms. X. 5/16/88
Teacher's Supervisor Signature/Date Completed

Mr. A 5-16-88
Teacher Signature Date

NOTE: The signature of the teacher indicates that he/she has received a copy of the Appraisal Record and the results of the performance appraisals have been discussed in a conference.

Signature of other appraiser(s) if present at conference

5-16-88
Date of Conference

Original Copy—Central Office; Copy #2—Teacher's Supervisor; Copy #3—Teacher

FOR SINGLE APPRAISAL

School District Star I.S.D. | **TEXAS EDUCATION AGENCY** | Campus North Hills

Teacher Mr. Brown

Assignment/Grade Special Education

Texas Teacher Appraisal System

Appraisal Record

School Year 19 87 - 88

Domain Subtotal

Name of Teacher's Supervisor: Jane Mendez

Instructions: (1) Transfer the DOMAIN CREDIT TOTALS from the Evaluation Records, (2) add the totals, and (3) multiply the result by .60 to obtain the **Weighted Domain Subtotal.**

Domain	Appraisal 1		Appraisal 2		Domain Subtotal		Weighted Domain Subtotal
I. Instructional Strategies	18	+		=		× .60 =	10.8
II. Classroom Management and Organization	25	+		=		× .60 =	13.8
III. Presentation of Subject Matter	15	+		=		× .60 =	9.0
IV. Learning Environment	14	+		=		× .60 =	8.4
V. Professional Growth and Responsibilities	16	+		=		× .60 =	16.0

(Use 100% of Domain V if satisfactory.)

Name(s) of Other Appraiser: Hank Rogers

Instructions: (1) Transfer the DOMAIN CREDIT TOTALS from the Evaluation Records, (2) add the totals, and (3) multiply by .40 to obtain the **Weighted Domain Subtotal.**

Domain	Appraisal 1		Appraisal 2		Domain Subtotal		Weighted Domain Subtotal
I. Instructional Strategies	17	+		=		× .40 =	6.8
II. Classroom Management and Organization	24	+		=		× .40 =	9.6
III. Presentation of Subject Matter	20	+		=		× .40 =	8.0
IV. Learning Environment	14	+		=		× .40 =	5.6
V. Professional Growth and Responsibilities		+		=		× .40 =	

Domain Scores:

(1) Compute the **Domain Total** by adding the DOMAIN SUBTOTALS of both appraisers.
(2) Consult the Score Conversion Chart to convert each DOMAIN TOTAL to a **Domain Rating.**

(The Other Appraiser does not score Domain V if Teacher Supervisor score is satisfactory.)

	Teacher Supervisor Wtd. Domain Subtotal		Other Appraiser Wtd. Domain Subtotal		Weighted Domain Total	Domain Rating
I. Instructional Strategies	10.8	+	6.8	=	17.6	5
II. Classroom Management and Organization	13.8	+	9.6	=	23.4	5
III. Presentation of Subject Matter	9.0	+	8.0	=	17.0	5
IV. Learning Environment	8.4	+	5.6	=	14.0	5
V. Professional Growth and Responsibilities	16.0	+		=	16.0	3
			Sum of Domain Totals	=	88.0	

Overall Summary Performance Score:

Record the **Overall Summary Performance Score** as the SUM OF THE DOMAIN TOTALS except that the Overall Summary Performance Score can be no higher than:

(a) the upper limit of the unsatisfactory range if any DOMAIN RATING is 1, or
(b) the upper limit of the below expectations range if any two DOMAIN RATINGS are 2 and no DOMAIN RATING is 1.

Overall Summary Performance Score = 88.0 clearly outstanding

Teacher's Supervisor Signature/Date Completed

Signature of other appraiser(s) if present at conference

Teacher Signature Date

NOTE: The signature of the teacher indicates that he/she has received a copy of the Appraisal Record and the results of the performance appraisals have been discussed in a conference.

Date of Conference

Original Copy—Central Office; Copy #2—Teacher's Supervisor; Copy #3—Teacher

Cumulative Data

Definition:

Cumulative data is written documentation of job-related teacher performance which is observed outside the formal classroom evaluation process.

Purpose:

Cumulative data is to be used by the teacher's supervisor to assess teacher performance outside the formal observations required by the TTAS. Using cumulative data allows the teacher's supervisor to make teacher evaluation a continuous process by providing a vehicle to give positive reinforcement, provide follow-up to formal observations, to express specific concerns about teacher performance, and to observe that good teaching practices are used on a consistent basis and at times other than during the formal observation.

State Board of Education Rule for Requirements for Use of Cumulative Data:

149.43(c)(8)

- The teacher's supervisor is responsible for documentation of this data.
- The data must be observable and job-related.
- Another individual may observe and report the data to the teacher's supervisor, who must verify and document it.
- The teacher's supervisor must provide written documentation to the teacher within seven working days of the occurrence or, in unusual circumstances, seven working days of the teacher's supervisor's knowledge of the occurrence.

149.44(b)(2)

- The teacher's supervisor scores Domain V. Credit is awarded for each indicator unless there is sufficient documentation to deny credit. In the event the teacher's total domain score for the year on Domain V is less than satisfactory, the other appraiser shall review Domain V documentation and independently score Domain V for that teacher.

Good Practice in Documentation of Cumulative Data:

- Document positive as well as negative performance.
- Avoid judgmental or sarcastic remarks in documentation.
- Take time to think through a rational response to each situation.
- Be reasonable.

Steps in Application of Cumulative Data

Upon Receipt of Cumulative Data:

1. Determine the usability of the data.

   - reliable source
   - factual/specific (who, what, when, where)
   - dated (when observed/aware, when teacher notified)
   - explicit or implicit relevance to TTAS performance indicator(s)/criterion

2. Determine the performance indicator(s)/criterion to which the data is related.

3. Determine the strength of the data. (Does it stand alone? Should it be used in combination with other data?)

4. If the data is usable:

   a. provide a copy of the documentation to the teacher within seven working days as required by the State Board of Education; and

   b. place a copy with other appraisal information concerning the teacher.

Prior to the Summative Conference and at the End of the Appraisal Period:

5. Review all cumulative data collected during the appraisal period to determine the effect of the documentation on prior decisions made as a result of formal observation(s) of the teacher's performance.

6. If cumulative data substantiates a change in scoring (indicator and/or EQ criterion credit changes), the specific data must be cited in the space provided on the OR/ER.

7. Provide a copy of the changed OR/ER to the teacher within seven working days as required by State Board of Education rule.

TEXAS TEACHER APPRAISAL SYSTEM INSTRUMENT

The Texas Teacher Appraisal Instrument: Explanations and Expectation Statements

Indicator statements establish expectations for teacher performance. Each performance indicator is scored by considering the strength and comprehensiveness of the preponderance of evidence related to that indicator. The evidence gathered is evaluated for both quality and quantity of certain teacher behaviors. The quality or effectiveness of teaching behavior will be judged by its observed impact upon student behavior and the apparent success of students engaged in learning activities.

Some indicators, such as closing the lesson, are expected to occur a minimum of once, and credit is given when the indicator occurs. For other indicators, the observer should consider all of the occasions when a teacher demonstrated the skill or characteristic of the indicator in an effective way and all of the occasions when the teacher might have demonstrated the skill or characteristic but did not.

DOMAIN I. INSTRUCTIONAL STRATEGIES

Criterion 1. Provides opportunities for students to participate and successfully.

Performance Indicators	Explanation/Examples
a. appropriately varies activities	a. The teacher actively explains/demonstrates and also provides an opportunity for active student participation. Students participate in ways other than passive listening.
b. interacts with student in group formats as appropriate	b. The teacher interacts with students in more than one group format, i.e., large group, small group, individual, if appropriate. If the teacher is responsible for only one learner, credit is automatically given.

c. solicits student participation	c. The teacher pursues student contributions, demonstrations, and questions with frequency appropriate for the lesson and the learners. The teacher may prompt, rephrase, and call on non-volunteers to increase student participation.
d. extends students' responses/contributions	d. The teacher asks a student to give additional information based on a student response/ contribution or the teacher provides such information.
e. provides ample time for students to respond to teacher questions/ solicitations <u>and</u> to consider content as it is presented	e. The teacher provides ample time for students to consider information presented, to answer questions asked, and to formulate ideas, responses, and/or contributions.
f. implements instruction at an appropriate level of difficulty	f. Scoring for this indicator is based upon the observed effects of instruction upon student performance. For example, if all but a few students appear to understand explanations, are successful in group practice activities, and are able to begin individual assignments without clarification, credit should be given for this indicator. If many students have difficulty performing a task, carrying out assignments, answering questions and the like, then credit should be denied. The activities or explanations may also be too easy for students; in this case, credit should also be denied.

DOMAIN I. INSTRUCTIONAL STRATEGIES

Criterion 2. Evaluates and provides feedback on student progress during instruction.

Performance Indicators	Explanation/Examples
a. communicates learning expectations	a. The teacher indicates standards of success. Communicating to students what they are to accomplish as a result of the lesson/ learning activity is sufficient to give credit.
b. monitors students' performances as they engage in learning activities	b. The teacher does not miss opportunities to verify that students understand or can perform skill/process. Assigning class-work and failing to circulate to examine student work or performance is cause for no credit.
c. solicits responses or demonstrations from specific students for assessment purposes	c. The teacher may ask questions or have students show steps of a process or skill. Emphasis is on assessment of individual progress toward and/or accomplishment of lesson objectives.
d. reinforces correct responses/performances	d. The teacher tells students when their responses/ performances are correct/ adequate. When student responses/performances are only partially correct, the teacher identifies those aspects of the responses/ performances which are correct/adequate.

e. provides corrective feedback/clarifies, or none needed	e. When student misunderstanding occurs, the teacher takes time to correct/clarify it or allows other students to correct/clarify it. The teacher tells students when performance is inadequate, identifies specific misunderstandings, and provides suggestions for improvement. Simply informing students that they are "right" or "wrong" is not sufficient to receive credit.
f. reteaches, or none needed	f. When ongoing progress checks or other monitoring/assessment methods indicate misunderstanding or other student problems, the teacher instructs using different methods or techniques to explain/ demonstrate the same content.

DOMAIN II. CLASSROOM MANAGEMENT AND ORGANIZATION

Criterion 3. Organizes materials and students.

Performance Indicators	Explanation/Examples
a. secures student attention, or students are attending	a. When directions are given for any activity, students are listening.
b. uses administrative procedures and routines which facilitate instruction	b. The distribution and collection of materials, use of classroom areas, and student movement within the classroom are efficiently managed.
c. gives clear administrative directions for classroom procedures or routines, or none needed	c. The teacher communicates to the students what activities and/or tasks are to be done; when, where, and how the activities and/or tasks are to be done; and who will be involved in the activities and/or tasks.
d. maintains seating arrangement/grouping appropriate for the activity and the environment	d. Students are able to focus on instruction without difficulty or distraction. Each student has adequate space in which to work without distraction.
e. has materials, aids, and facilities ready for use	e. The teacher ensures that a sufficient number of handouts are assembled, audiovisual equipment is set up, transparencies are prepared for use, and tables, desks, and chairs are arranged for the first activity. Everything is ready to use.

DOMAIN II. CLASSROOM MANAGEMENT AND ORGANIZATION

Criterion 4. Maximizes amount of time available for instruction.

Performance Indicators	Explanation/Examples
a. begins promptly/avoids wasting time at the end of the instructional period	a. Clerical routines are completed quickly so that time is not wasted before beginning an activity. The teacher should use the full time available. If students and/or the teacher "run out" of things to do and instructional time is wasted, credit should not be given.
b. implements appropriate sequence of activites	b. The activities occur in such an order that students have the necessary background and information to follow instructions or complete assignments. For example, diagnostic activities precede rather than follow homework assignments or practice follows rather than precedes the introduction of a skill.
c. maintains appropriate pace	c. The teacher allots adequate time for activities, does not overdwell in presentation, interaction, and questioning. Attention is also given to allowing sufficient time rather than hurrying through the instructional activity.

d. maintains focus	d. The teacher maintains commitment by staying on the topic in teacher-centered activities and does not interrupt student-centered activities unnecessarily. Focus can also be lost through delays, unnecessary digressions, and lengthy transitions.
e. keeps students engaged	e. Most of the students (85%) are engaged in learning activities for the instructional period.

DOMAIN II. CLASSROOM MANAGEMENT AND ORGANIZATION

Criterion 5. Manages student behavior.

Performance Indicators	Explanation/Examples
a. specifies expectations for class behavior, or none needed	a. The teacher explains expectations for behavior and gives reasons for students to behave in a certain way. Appropriate student behavior may indicate that expectations have been made clear. However, if inappropriate behavior occurs without subsequent statement or clarification of expectations, no credit should be given. Inappropriate behavior is not consistent with accepted norms or with teacher expectations. The definitions of appropriate and inappropriate behavior vary with the context of instruction. Common inappropriate behaviors include noisy activity, out-of-seat behavior, noisy callouts, and misuse of equipment.
b. uses techniques to prevent off-task behavior, or none needed	b. The teacher observes students and acts to maintain student attention and participation before any off-task behavior occurs.

c. uses techniques to redirect/stop inappropriate/disruptive behavior, or none needed	c. The teacher accurately identifies student(s) who are doing something other than the assigned task. The teacher accurately identifies inappropriate/ disruptive behavior and acts quickly to redirect students.
d. applies rules consistently and fairly, or none needed	d. The teacher treats students equitably and maintains consistent expectations for behavior. For example, the teacher does not repeatedly act to correct behavior of a particular student while ignoring the same behavior by another student.
e. reinforces desired behavior when appropriate	e. The teacher offers specific praise to individuals and/or to the class and reinforces those aspects of behavior which are acceptable. Reinforcement may be nonverbal. Credit should be given if no inappropriate behavior occurs, and reinforcement is judged unnecessary.

DOMAIN III. PRESENTATION OF SUBJECT MATTER

Criterion 6. Teaches for cognitive, affective, and/or psychomotor learning.

The focus may be on cognitive, affective, and/or psychomotor learning. The format may be teacher- or student-centered. The teacher may perform or ask students to perform any or all steps. Student behavior and/or success may be another indicator of success of previous instruction which should be considered in scoring this criterion. If the observer sees "e" and/or "f" and there is an indication that "c," "d," and/or "e" have been taught at a previous time, then credit may be awarded for "c," "d," and/or "e."

Performance Indicators	Explanation/Examples
a. begins instruction/activity with an appropriate introduction	a. The teacher begins with an introduction which directs student attention to the content/purpose of instruction/activity.
b. presents information in an appropriate sequence	b. In instruction for cognitive learning, the teacher moves from simple to complex, concrete to abstract, specific to general (induction), or from complex to simple, abstract to concrete, general to specific (deduction). Emphasis is on student understanding of how parts relate to the whole; specific information is "anchored" to abstract ideas (concepts) and principles/generalizations/rules. For skill development, the teacher provides (1) explanation, (2) demonstration/modeling, and (3) guided and independent student practice. A step-by-step approach is used.

b. (Con't)	For affective learning, the teacher provides activities which allow the student to (1) explore group/societal interests, attitudes, or opinions and (2) to examine personal interests, attitudes, or opinions within the larger group/societal context; or (1) examine personal interests, attitudes, or opinions and (2) to relate these to group/societal interests, attitudes, or opinions.
c. relates content to prior or future learning	c. As new information, ideas, concepts, and skills are developed and/or new attitudes and interests are examined, they are placed into a meangingful framework for students. The teacher may state the relationships or may provide for students to draw relationships. References to or comparisons with prior and/or future learning can facilitate transfer. For example, introducing the concept of 3/4 time in a music lesson is related to the previous learning of 4/4 time.

d. provides for definition of concepts and description of skills and/or attitudes and interests	d. As new concepts, skills, and/or attitudes and interests are introduced, they are given sufficient definition by either the teacher or students. Definitions or descriptions may be oral or written, depending upon the complexity of the concept, skill, value, or attitude under consideration and on the nature of the students. Age and ability of students are important considerations in the complexity of definitions/ descriptions provided. Young learners, for example, need shorter and less complex definitions than older learners.
e. provides for elaboration of critical attributes of concepts, skills, and/or attitudes and interests	e. Critical attributes are elaborated as new concepts and/or attitudes and interests are introduced; steps or components of a skill are demonstrated. One appropriate strategy is contrasting examples and non-examples. Exploration of similarities and differences between previously acquired and new concepts or skills and/or previously examined attitudes may be desirable. The teacher may elaborate or ask students to elaborate.

f. stresses generalization, principle, or rule as a relationship between or among concepts, skills, or attitudes/interests	f. Generalizations, principles, and rules are statements of relationships between or among concepts. The teacher or student may explain and emphasize these relationships when generalizations, principles, or rules are taught. Cause/effect and ends/means relationships are identified when appropriate.
g. provides opportunities for application	g. The teacher will provide for the application of newly acquired learning. The teacher may do this in a variety of ways. For example, the teacher may: use hypothetical or real new examples, demonstrate how a rule applies to a new case, or use a skill or concept in a new setting. Simple drill and practice is not sufficient to award credit.
h. closes instruction appropriately	h. The teacher may briefly summarize main points and explain how learning will be needed in the future. Closure may take place at the conclusion of any segment of instruction or at the end of the class period. If several content topics/activities occur and only a few are appropriately closed, no credit should be given. Closure need not be lengthy but must be observable. No credit is given for only administrative closure.

DOMAIN III. PRESENTATION OF SUBJECT MATTER

Criterion 7. Uses effective communication skills.

Performance Indicators	Explanation/Examples
a. makes no significant errors	a. No major errors in teacher presentation of content are observed. A significant error is one that interferes with student understanding or one which is a distortion of fact. If an error is made but corrected by the teacher, credit is given for this indicator.
b. explains content and/or learning tasks clearly	b. Teacher vocabulary and explanations of content are understandable by students. The teacher explains steps to be followed, provides examples of completed work, identifies potential areas of difficulty, and/or clarifies previously given directions about the task. If student performance/ behavior indicates that most students understand, credit should be given.
c. stresses important points and dimensions of content	c. The teacher uses strategies to emphasize to the students the structure of the content. For example, the teacher uses voice inflection, underlines important points, repeats points for emphasis, and/ or explains relationships. If instruction proceeds without some points standing out, important dimensions have not been adequately specified.

d. uses correct grammar	d. Typical errors are (1) use of double negatives, (2) lack of subject-verb agreement, (3) incorrect verb tense, and (4) incorrect pronoun reference. Two or more errors are cause for denying credit.
e. uses accurate language	e. The teacher does not overuse indefinite, vague, or incorrect terms in presentations and verbal interactions, e.g., false starts, interrupters, qualifiers, distractors, or mispronunciations.
f. demonstrates skill in written communication	f. The data source for this indicator will be the written information that is examined or viewed during the observation. Credit is given if no samples are available during the observation. Words should be spelled correctly, and sentences should be structured correctly. Two errors--spelling, grammar, sentence construction, and/or typographical--are cause for denial of credit for this indicator.

DOMAIN IV. LEARNING ENVIRONMENT

Criterion 8. Uses strategies to motivate students for learning.

Performance Indicators	Explanation/Examples
a. relates content to student interests/experiences	a. The teacher may use real or hypothetical examples/ cases to increase student perception of relevance of content. Relating students' experiences to lesson content is an effective motivational strategy.
b. emphasizes the value/ importance of the activity or content	b. The teacher stresses the value or importance of an activity or of content to the content field, to society, or to the student personally.
c. reinforces/praises learning efforts of students	c. The teacher may, in a variety of ways, communicate awareness of an/or praise for student(s) effort and progress. The teacher acknowledges and encourages students' task/learning related efforts. The effect that is desired is an increased attempt on the part of students to participate actively.

d. challenges students	d. Challenge is accomplished when the teacher communicates that elements or aspects of a learning task/activity may require extra effort. Challenge may be accomplished through the pace of the lesson, the level of difficulty/ complexity of the content or task, or through overt verbal challenge.

DOMAIN IV. LEARNING ENVIRONMENT

Criterion 9. Maintains supportive environment.

Performance Indicators	Explanation/Examples
a. avoids sarcasm and negative criticism	a. Comments to or about learners that personally demean or embarrass them should be avoided. One occurrence is sufficient evidence for denying credit.
b. establishes climate of courtesy and respect	b. The teacher listens to and responds to student questions, requires that students listen to each other in class interactions, encourages cooperation, and models courtesy. All interactions with students should model courtesy.
c. encourages slow and reluctant students	c. The teacher recognizes students who have difficulty in performance, is patient in interaction with these students, and positively reinforces their learning efforts.
d. establishes and maintains positive rapport with students	d. The teacher relates to students in a pleasant manner and secures cooperation from the students. The teacher may use student names, make eye contact, smile, use a positive tone of voice, or stand near students, for example.

DOMAIN V. PROFESSIONAL GROWTH AND RESPONSIBILITIES

Criterion 10. Plans for and engages in professional development.

Performance Indicators

a. shows progress in completing professional growth requirements as agreed upon with appraiser(s), or none needed

b. stays current in content taught

c. stays current in instructional methodology

DOMAIN V. PROFESSIONAL GROWTH AND RESPONSIBILITIES

Criterion 11. Interacts and communicates effectively with parents.

Performance Indicators

a. initiates communications with parents about student performance and/or behavior when appropriate

b. conducts parent-teacher conferences in accordance with local district policy

c. reports student progress to parents in accordance with local district policy

d. maintains confidentiality unless disclosure is required by law

DOMAIN V. PROFESSIONAL GROWTH AND RESPONSIBILITIES

Criterion 12. Complies with policies, operating procedures and requirements.

Performance Indicators

a. follows statutory and Texas Education Agency regulations

b. follows district and campus policies and procedures

c. performs assigned professional duties

d. follows district promotion/ retention policy and procedures

DOMAIN V. PROFESSIONAL GROWTH AND RESPONSIBILITIES

Criterion 13. Promotes and evaluates student growth.

Performance Indicators

a. participates in campus goal setting for student progress

b. plans instruction in accordance with district requirements

c. documents student progress

d. maintains accurate records

e. reports student progress at appropriate intervals

APPENDIX

References

The appraiser may use the following annotations of research to (1) increase personal understanding of the research bases of the Texas Teacher Appraisal System (TTAS) and (2) to assist the teacher in identifying ways to improve instruction. Generally, this research examines the relationship of specific teacher behaviors to student achievement gains. The appraiser is encouraged to read current research reports and to add notations regarding significant findings to this list.

DOMAIN I INSTRUCTIONAL STRATEGIES

Criterion 1 Provides opportunities for students to participate actively and successfully

Indicator a. appropriately varies activities

Student attention span affects student engagement (Evertson, Emmer, Sanford, and Clements, 1983; Sanford and Evertson, 1980). Varied materials which are relevant to and appropriate for students affect on-task behaviors and achievement gains (Stallings, 1976; McDonald, 1976; Okey, Capie, Ellett, and Johnson, 1978; Capie, Tobin, and Bowell, 1980). Students need (a) "highly focused learning tasks" when the desired outcome is concrete learning and (b) "moderately focused learning tasks" and information giving/receiving when the desired outcome is abstract, complex learning (Soar and Soar, 1972).

Indicator b. interacts with students in group formats as appropriate

Group format affects the level of student engagement (Evertson, Emmer, Sanford, and Clements, 1983; Sanford and Evertson, 1980). Student achievement in secondary basic skills classes positively relates to small group instruction and to taking turns reading aloud (Stallings, 1978). Low-ability students achieve more in homogeneously grouped classes in which instruction is slow, but fast enough to maintain interest (Stallings, Needels, and Stayrook, 1979).

Indicator c. solicits student participation

Effective teachers provide for active participation by students (Anderson, Evertson, and Brophy, 1979; Brophy and Evertson, 1974; Emmer, Evertson, and Anderson, 1980; Evertson, Emmer and Brophy, 1980; Good and Grouws, 1977; Stallings and Kaskowitz, 1974). Effective teachers often conduct controlled group

practice over new material (Anderson, Evertson, and Brophy, 1979 Brophy and Evertson, 1974; Good and Grouws, 1979; Stallings, Needels, and Stayrook, 1979; Rosenshine, 1983). A large number of teacher questions correlate with student achievement gains (Rosenshine, 1983). Student independent practice correlates with increased student achievement (Rosenshine, 1983). Student participation correlates significantly with student achievement (Ellett, Capie, Johnson, 1981; Capie, Tobin, and Bowell, 1980; Capie, Ellett, and Johnson, 1980).

Indicator d. **extends students' responses/contributions**

Teacher use of student ideas increases the probability of student achievement (Rosenshine, 1971; Rowe, 1974; Tobin and Capie, 1982).

Indicator e. **provides ample time for students to respond to teacher questions/solicitations and to consider content as it is presented**

Increased wait time affects positively student achievement (Anderson, Evertson, and Brophy, 1979; Tobin and Capie, 1982) and increases the probability of student participation (Rowe, 1974; Tobin and Capie, 1982).

Indicator f. **implements instruction at an appropriate level of difficulty**

Opportunities for success positively affect student engagement (Evertson, Emmer, Sanford, and Clements, 1983; Sanford and Evertson, 1980). Effective teachers ask questions that students can answer with a "high degree of success"; they vary the cognitive level of questions according to the ability level of students (Brophy and Evertson, 1974; Evertson, Emmer, and Brophy, 1980). Materials which are appropriate for students affect on-task behaviors and student achievement gains (Stallings, 1976; McDonald, 1976; Okey, Capie, Ellett, and Johnson, 1978; Capie, Tobin, and Bowell, 1980).

Criterion 2 **Evaluates and provides feedback on student progress during instruction**

Indicator a. **communicates learning expectations**

Effective teachers communicate the objective of the lesson (Emmer, Evertson, and Anderson, 1980).

Indicator b. monitors students' performances as they engage in learning activities

Effective teachers monitor student responses to assure that the student performs successfully (Anderson, Evertson, and Brophy, 1979; Brophy and Evertson, 1974; Good and Grouws, 1979; Stallings, Needels, and Stayrook, 1979). The effective teacher monitors the class and physically moves through the room during seatwork (Good and Grouws, 1979).

Indicator c. solicits responses or demonstrations from specific students for assessment purposes

Effective teachers often conduct controlled group practice over new material (Anderson, Evertson, and Brophy, 1979; Brophy and Evertson, 1974; Good and Grouws, 1979; Stallings, Needels, and Stayrook, 1979; Rosenshine, 1983). A pattern of ordered turns with random selection of non-volunteers is preferable to choral response and callouts by students (Anderson, Evertson, and Brophy, 1979). Student responses are monitored by the effective teacher in order to ascertain whether students are performing successfully (Stallings and Kaskowitz, 1974; Rosenshine, 1983). Effective teachers hold students accountable for reasonable standards of work (Emmer, Evertson, and Anderson, 1980). Homework is often orally checked during instruction and quizzes are conducted frequently by the effective teacher (Stallings, Needels, and Stayrook, 1979).

Indicator e. provides corrective feedback/clarifies, or none needed

The provision of feedback and opportunities for correction are essential steps in instruction (Block and Burns, 1976; Bloom, 1976; Rosenshine, 1983). To be effective, feedback must be specific and contingent (Emmer, Evertson, and Anderson, 1980; Dunkin and Biddle, 1974; Page, 1958). During student practice, effective teachers provide feedback on student performance (Rosenshine, 1983). Positive and negative feedback are positively related to achievement in elementary grades; negative feedback is negatively related to student achievement in secondary basic skills classes (Stallings, 1978). The effective teacher provides supportive corrective feedback to incorrect student responses (Anderson, Evertson, and Brophy, 1979; Stallings and Kaskowitz, 1974; Stallings, 1978; Stallings, Needels, and Stayrook,

1979; Rosenshine, 1983). Process feedback which shows the student how to achieve the correct answer is effective (Good and Grouws, 1977). Effective special education teachers prompt rather than give answers (Englert, 1984). Weekly and monthly reviews are conducted by the effective teacher (Rosenshine, 1983).

Indicator f. **reteaches, or none needed**

Effective teachers review and reteach as necessary (Rosenshine, 1983).

DOMAIN II CLASSROOM MANAGEMENT AND ORGANIZATION

Criterion 3 **Organizes materials and students**

The effective teacher is well organized (Stallings, Needels, and Stayrook, 1979).

Indicator a. **secures student attention, or students are attending**

Effective teachers secure secure student attention before proceeding with the lesson (Brophy and Evertson, 1974).

Indicator b. **uses administrative procedures and routines which facilitate instruction**

As teacher organization of instruction increases, student engagement increases (Anderson, Evertson, and Emmer, 1979). The use of routines allows for more time for instruction (Sanford and Evertson, 1980). Teacher use of routines correlates with student achievement gains (Capie, Tobin, and Bowell, 1980; Doyle, 1985). The effective teacher establishes, teaches, posts, and reteaches (as needed) classroom routines and procedures (Emmer, Evertson, and Anderson, 1980). Structure of activity and cues are used by the effective teacher to maintain pacing and student engagement (Evertson and Emmer, 1982).

Indicator c. **gives clear administrative directions for classroom procedures or routines, or none needed**

The structure of transitions is facilitated by clear teacher directions to students on how to close the first activity, make changes, and begin the second activity (Gump, 1982). Such structure allows time for teacher corrective feedback during transitions and routine tasks (Gump, 1982).

Indicator d. **maintains seating arrangements/grouping appropriate for the activity and the environment**

Effective teachers arrange and change the environment as needed to facilitate instruction (Anderson, Evertson, and Emmer, 1979). Planned seating is more effective than random seating (Morine-Dershimer, 1977). Transitions are facilitated by well-arranged classrooms which allow student movement and acquisition of materials with little disruption; this arrangement facilitates the visibility of blackboards and other instructional areas to students and the visibility of students to the teacher (Emmer, Evertson, and Anderson, 1980).

Criterion 4 **Maximizes amount of time available for instruction**

The efficient use of instructional time correlates positively with student engagement and achievement (Curry, 1984; Gettinger, 1984; Doyle, 1985).

Indicator a. **begins promptly/avoids wasting time at the end of the instructional period**

The time allocated to instruction is significantly related to student achievement; effective teachers begin promptly and provide smooth and quick transitions between activities (McDonald and Elias, 1976). Less effective teachers allow delay of initial class activities (Evertson, Emmer, Sanford, and Clements, 1983).

Indicator b. **implements appropriate sequence of activities**

Effective teachers structure learning (Rosenshine, 1983).

Indicator c. **maintains appropriate pace**

Effective teachers move along at a "brisk pace" in introducing new content (Anderson, Evertson, and Brophy, 1979; Brophy and Evertson, 1974; Emmer, Evertson, and Anderson, 1980; Evertson, Emmer, and Brophy, 1980; Good and Grouws, 1977; Stallings and Kaskowitz, 1974). Pacing affects student engagement (Evertson, Emmer, Sanford, and Clements, 1983; Sanford, Evertson, 1980; Kounin, 1970). Increased wait time for student response affects positively student achievement (Anderson, Evertson, and Brophy, 1979; Tobin and Capie, 1982) and increases the probability of student participation (Tobin and Capie,

1982; Rowe, 1974). Effective teachers do not usually make long seatwork or reading assignments (Stallings, Needels, and Stayrook, 1979). Brisk movement through the curriculum and instructional activities benefits high-ability students (Brophy and Evertson, 1974). Effective special education teachers tend to maintain a brisk pace in instruction (Englert, 1984). Effective teachers maintain an appropriate pace and smoothness of instruction (Evertson and Emmer, 1982).

Indicator d. **maintain focus**

Effective teachers maintain a group focus (Evertson and Emmer, 1982).

Indicator e. **keeps students engaged**

Students are held accountable by the effective teacher for their use of time during seatwork (Good and Grouws, 1979, 1981). Teacher expectation of student attention, cooperation, concentration, and persistence in working toward the completion of assignments correlates positively with student achievement gains (Brophy and Evertson, 1974; Emmer, Evertson, and Anderson, 1980; Evertson, Anderson, C., Anderson, L. M., and Brophy, 1980; Evertson, Emmer, and Brophy, 1980; Good and Grouws, 1977, 1979; Stallings and Kaskowitz, 1974; Stallings, Needels, and Stayrook, 1979; Evertson and Emmer, 1982). The level of student participation is affected by the student's location in the classroom: front and center students participate more than students in the back and corners of the classroom (Woolfolk and Brooks, 1983). Teacher efforts to maintain and reinforce student involvement and to identify and help individual students who do not understand directions for activities correlate positively with student engagement (Doyle, 1985).

Criterion 5 **Manages student behavior**

Effective teachers monitor student behavior. Teacher feedback regarding behavior correlates positively with student engagement (Doyle, 1985).

Indicator a. **specifies expectations for class behavior, or none needed**

Setting definite behavior limits and clear standards for student behavior decreases the probability of disruptive behavior in low socioeconomic status junior high classrooms (Sanford and Evertson, 1980).

Effective classroom managers devote time to explaining rules and they post rules for student behavior (Emmer, Evertson, and Anderson, 1980; Sanford and Evertson, 1980; Evertson and Emmer, 1982). More effective classroom managers use inappropriate student behavior as an opportunity to teach students what is appropriate and what is inappropriate (Anderson, Evertson, Emmer, 1979). Effective managers specify and give reasons for consequences when stating rules for student behavior (Evertson, Emmer, Sanford, and Clements, 1983).

Indicator b. uses techniques to prevent off-task behavior, or none needed

Effective classroom managers generally anticipate critical problems and organize the classroom and instruction to eliminate conditions conducive to their occurrence (Kounin, 1970; Evertson, Emmer,Sanford, and Clements, 1983; Doyle, 1985). Less effective teachers allow delay of initial class activities (Evertson, Emmer, Sanford, and Clements, 1983). A brisk pace in discussion and questioning is maintained by the effective teacher (Good and Grouws, 1979). Prolonged involvement with individual students is avoided by the effective teacher (Stallings, Needels, and Stayrook, 1979). Students tend to stay on task when they are aware that they are monitored; effective teachers monitor for appropriate student behavior (Goss and Ingersoll, 1981; Anderson, Evertson, and Brophy, 1979; Brophy and Evertson, 1974; Emmer, Evertson, and Anderson, 1980; Evertson, Emmer, and Brophy, 1980; Good and Grouws, 1979; Stallings, Needels, and Stayrook, 1979). Effective teachers prevent off-task behavior by maintaining the active involvement of students (Brophy and Evertson, 1974; Good and Grouws, 1977, 1979; Stallings, Needels, and Stayrook, 1979). Effective teachers limit the amount of time allotted to seatwork and hold students accountable for the completion of tasks (Emmer, Evertson, and Anderson, 1980; Evertson, Anderson, C., Anderson, L. M., and Brophy, 1980; Good and Grouws, 1979). Long periods of seatwork with short lectures or discussions result in more behavior problems in low-ability students (Evertson, 1980). The level of student participation is affected by the student's location in the classroom: front and center students participate more than students in the back and corners of the classroom (Woolfolk and Brooks, 1983).

Indicator c. uses techniques to redirect/stop inappropriate/ disruptive behavior, or none needed

Less effective teachers tolerate more out-of-seat students, while more effective teachers require students to remain in their seats during instruction (Evertson, Emmer, Sanford, and Clements, 1983). Less effective teachers allow delay of initial class activities (Evertson, Emmer, Sanford, and Clements, 1983). The effective teacher is quick to respond and stop off-task behaviors (Emmer, Evertson, and Anderson, 1980; Evertson, Emmer, and Brophy, 1980; Stallings, 1978; Evertson and Emmer, 1982; Doyle, 1985). Excessive behavior correction may result in increased off-task behavior (Gump, 1982). Ineffective managers use threats and lengthy corrective responses to inappropriate student behaviors and seldom give the rationale for appropriate behaviors (Hinely and Ponder, 1981). Effective teachers cite the specific offender and the rule which has been broken (Emmer, Evertson, and Anderson, 1980). Effective teachers do not allow "callouts" during instruction (Evertson, Emmer, Sanford, and Clements, 1983). A variety of verbal and nonverbal signals are used by teachers to stop inappropriate behavior (Evertson, Emmer, Sanford, and Clements, 1983; Doyle, 1985). The effective teacher is quick to respond and stop inappropriate behaviors (Emmer, Evertson, and Anderson, 1980; Evertson, Emmer, and Brophy, 1980; Stallings, 1978; Evertson and Emmer, 1982; Doyle, 1985). Effective teachers cite the specific offender and describe the desired procedure (Emmer, Evertson, and Anderson, 1980). Teacher management of disruptive student behaviors correlates with increased student achievement and with student engagement (Doyle, 1985). Effective teachers do not allow social talk, excessive noise, or interruptions during teacher-directed instruction (Evertson, Emmer, Sanford, and Clements, 1983). A variety of verbal and nonverbal signals are used by teachers to stop disruptive behavior (Evertson, Emmer, Sanford, and Clements, 1983). The effective teacher is quick to respond and stop disruptive behaviors (Emmer, Evertson, and Anderson, 1980; Evertson, Emmer, and Brophy, 1980; Stallings, 1978; Evertson and Emmer, 1982) and to cite the specific offender and note the specific disruption (Emmer, Evertson, and Anderson, 1980).

Indicator d. **applies rules consistently and fairly, or none needed**

Consistency of teacher reaction to inappropriate student behavior is a key factor in effective classroom management (Sanford and Evertson, 1980; Evertson, Emmer, and Brophy, 1980; Evertson, Emmer, Sanford, and Clements, 1983). The effective teacher monitors student compliance and follows through with appropriate consequences (Evertson and Emmer, 1982).

Indicator e. **reinforces desired behavior when appropriate**

Teachers who perceive that inappropriate behaviors are intentional are more restrictive; teachers who do not recognize any intentionality in inappropriate behaviors are supportive in interactions with students (Rohrkemper and Brophy, 1980). Less effective teachers seldom provide clear feedback as to whether teacher expectations have been met (Anderson, Evertson, and Emmer, 1979). Praise regarding correct behavior is given by effective classroom managers (Evertson, Emmer, Sanford, and Clements, 1983).

DOMAIN III PRESENTATION OF SUBJECT MATTER

Criterion 6 **Teaches for cognitive, affective, and/or psychomotor learning**

Theoretical descriptions of the levels of cognition (Bloom et al., 1956) provide a basis for examining teacher manipulation of content in the teaching process. Instructional design theorists have also examined teacher presentation of content (Gagne and Briggs, 1979). However, this topic has not been directly investigated by classroom researchers.

Indicator a. **begins instruction/activity with an appropriate introduction**

Advance organizers affect positively student achievement (Ausubel, 1963; Luiten, Ames, and Ackerman, 1980). Proactive expression and repetition are effective teaching strategies. Structuring strategies, such as review, affect student achievement (Wright and Nuthall, 1970; Good and Grouws, 1979; Medley, 1977; Kozma, 1982; Rosenshine, 1983). Effective teachers explain the objective of the lesson (Emmer, Evertson, and Anderson, 1980).

Indicator b. **presents information in an appropriate sequence**

Effective teachers structure learning (Rosenshine, 1983).

Indicator c. **relates content to prior or future learning.**

Effective teachers review the content of previous lessons that is needed for the upcoming presentation (Good and Grouws, 1979; Rosenshine, 1983).

Indicator e. **provides for elaboration of critical attributes of concepts, skills, and/or attitudes and interests**

Effective teachers provide many examples (Rosenshine, 1983). Examples and non-examples are more effective than examples alone (Feldman, 1972). The quality of examples is more important than the number of examples in effective instruction (Frayer, 1970). Effective teachers present materials in small steps, especially when teaching low-ability students (Brophy and Evertson, 1974; Rosenshine, 1983). Effective teachers show students how to do the task (Hines, Cruickshank, and Kennedy, 1985).

Criterion 7 **Presents information accurately and clearly**

Indicator b. **explains content and/or learning tasks clearly**

Effective teachers present new content and/or skills (Rosenshine, 1983). The clarity of teacher explanation affects student achievement (Good and Grouws, 1977; Smith and Cotton, 1980; Rosenshine, 1971). Teacher communication attributes such as vagueness, imprecision, false starts, qualifiers, and mazes result in low achievement gains (Smith and Edmonds, 1978; Land and Smith, 1979; Smith and Cotton, 1980). Effective teachers are clear in the presentation of content (Brophy and Evertson, 1974; Emmer, Evertson, and Anderson, 1980 Evertson, Emmer, and Brophy, 1978; Good and Grouws, 1977; Good and Grouws, 1979). Effective teachers present material in small steps, especially when teaching low-ability students (Brophy and Evertson, 1974; Rosenshine, 1983). Student achievement gains correlate with detail and redundancy in teacher explanation (Rosenshine, 1983). Teacher clarity is achieved through the use of relevant examples, repetition for students who do not understand, step-by-step explanation, appropriate response to student questions, demonstrations of how to do work, student practice, allowance of time for student thinking after explanation, statement of expectations and objectives, and logical presentation (Hines, Cruickshank, and Kennedy, 1985).

Indicator c. **stresses important points and dimensions of content**

Student achievement gains correlate positively with detail and redundancy in teacher explanation (Rosenshine, 1983).

DOMAIN IV **LEARNING ENVIRONMENT**

Work-, task-, or academically-oriented classrooms positively relate to student achievement gains (Brophy and Evertson, 1974; Emmer, Evertson, and Anderson, 1980; Evertson, Anderson, C., Anderson, L. M., and Brophy, 1980; Evertson, Emmer, and Brophy, 1980; Good and Grouws, 1977, 1979; Stallings and Kaskowitz, 1974; Stallings, Needels, and Stayrook, 1979).

Criterion 8 **Uses strategies to motivate students for learning**

Indicator a. **relates content to student interests/experiences**

Materials that are pertinent to the student affect student achievement gains and on-task behaviors (Stallings, 1976; McDonald, 1976; Okey, Capie, Ellett, and Johnson, 1978; Capie, Tobin, and Bowell, 1980). Teacher attention to an increase in student interest and curiosity affects group management (Kounin, 1970). The effective teacher attends to relating the content to the interests of students when organizing instruction (Emmer, Evertson, and Anderson, 1980).

Indicator b. **emphasizes the value/importance of the activity or content**

Effective teachers give a rationale for the lesson (Anderson, Evertson, and Brophy, 1979; Emmer, Evertson, Anderson, 1980; Good and Grouws, 1979). Teacher attention to the value of learning and learning activities affects group motivation and management (Kounin, 1970).

Indicator c. **reinforces/praises learning efforts of students**

Feedback may take the form of praise when deserved for academic performance. Timing and specificity of performance are crucial factors in teacher praise (Brophy, 1981).

Indicator d. **challenges students**

Teacher attention to the intellectual challenge of learning and learning activities affects group motivation and management (Kounin, 1970). Teacher expectation of student attention, cooperation, concentration, and persistence in working toward the completion of assignments correlates positively with student achievement gains (Brophy and Evertson, 1974; Emmer, Evertson, and Anderson, 1980; Evertson, Anderson, C., Anderson. L. M., and Brophy, 1980; Evertson, Emmer, and Brophy, 1980; Good and Grouws, 1977, 1979; Stallings and Kaskowitz, 1974; Stallings, Needels, and Stayrook, 1979). Effective teachers ask questions which provide high rates of success (70% for high-ability students and 80% for low-ability students) and yet are challenging (Brophy and Evertson, 1974). Effective special education teachers prompt rather than give answers (Englert, 1984).

Criterion 9 **Maintains supportive environment**

A warm, supportive environment is positively related to student achievement (Brophy and Evertson, 1974; Emmer, Evertson, and Anderson, 1980; Evertson, Anderson, C., Anderson. L. M., and Brophy, 1980; Good and Grouws, 1979; Stallings, Needels, and Stayrook, 1979).

Indicator a. **avoids sarcasm and negative criticism**

Negative affective teacher behaviors can discourage learning (Rosenshine, 1980; Soar and Soar, 1979; Borich, Kash, and Kemp, 1979; Dunkin and Biddle, 1974). Negative feedback should not include personal criticism (Brophy, 1981). Negative feedback is negatively related to student achievement in secondary basic skills classes (Stallings, 1978).

Indicator b. **establishes climate of courtesy and respect**

Effective teachers respect students' contributions to the class (Evertson, Anderson, C., Anderson, L. M., and Brophy, 1980). Some autonomy is positively related to the achievement of high-ability students (Brophy and Evertson, 1974).

Indicator c. **encourages slow and reluctant learners**

Opportunities for success positively affect student engagement (Evertson, Emmer, Sanford, and Clements, 1983; Sanford and Evertson, 1980). Effective teachers ask questions that students can answer with a "high degree of success"; they vary the cognitive level of

the question according to the ability level of the students (Brophy and Evertson, 1974; Emmer, Evertson, and Anderson, 1980; Evertson, Emmer, and Brophy, 1980). Negative feedback is negatively related to student achievement in secondary basic skills classes (Stallings, 1978). The effective teacher provides supportive feedback to incorrect responses by students (Anderson, Evertson, and Brophy, 1979; Stallings and Kaskowitz, 1974; Stallings, 1978; Stallings, Needels, and Stayrook, 1979). Teacher attention to student understanding of content and teacher directions before beginning seatwork increases the probability of student success in the seatwork (Brophy and Evertson, 1974; Good and Grouws, 1979). Low socioeconomic status students respond better to more individualized contacts with the teacher (Brophy and Evertson, 1974; Evertson, Anderson, C., Anderson, L. M., and Brophy, 1980). Effective special education teachers prompt rather than give answers (Englert, 1984). Teacher efforts to reinforce and encourage student efforts and involvement correlate positively with student achievement (Doyle, 1985).

Indicator d. **establishes and maintains positive rapport with students**

Effective classroom managers are congenial and pleasant (Anderson, Evertson, and Emmer, 1979). A warm, positive environment affects student achievement (Berliner, 1984; Medley, 1979). Positive relationships exist between positive interactions between the teacher and students and student achievement; negative relationships exist between negative interactions and student achievement (Stallings, 1978).

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A Glossary of Terms Related to the Texas Teacher Appraisal System (TTAS)

appraisal	the evaluation of teacher performance; in the TTAS, it specifically includes two periods in each school year
appraisal period	one of two designated time periods (other than the first two weeks of instruction) officially set by the local school district within which two appraisers must observe and otherwise collect data for the purpose of assessment of teacher performance; called Appraisal Period One and Appraisal Period Two
appraisal process	a systematic set of activities designed for the purpose of assessment of teacher performance; includes teacher assessment of instructional goals and outcomes, observations, conferences, development of growth plans, and completion and/or scoring of appropriate forms for each of these activities
appraiser	an individual who is assigned to assess the performance of a teacher; one is the teacher's supervisor, the other is anyone who has taught a minimum of two years (Pre-K to 12), has a valid teaching certificate, and is approved by the local school board; appraisers in both of these categories have received training and are certified by the state as appraisers
conference	a meeting between teacher and appraiser which provides diagnostic and prescriptive feedback to the teacher

criterion	one of 13 subsets of performance indicators in the TTAS
cumulative data	teacher performance information which is gathered by the teacher's supervisor (or which is given to the teacher's supervisor) and which would affect the teacher's score on one or more domains
documentation	written verification of an occurrence or condition which would affect the teacher's score on one or more domains
domain performance score	a number which is calculated using the Score Conversion Chart after combining the credit totals which a teacher receives from both appraisers for any domain during the appraisal; designates the judged quality of the teacher's performance in that domain, i.e., unsatisfactory, below expectations, satisfactory, exceeds expectations, and clearly outstanding
exceptional quality	a measure of performance which indicates that a teacher consistently demonstrates a teaching behavior at appropriate times (quantity) and that the performance contributes to a consistently high level of student success (quality)
instrument	a list of 65 specific teaching behaviors (performance indicators) categorized into 13 subsets called criteria; these criteria are grouped into five major areas called domains; used in TTAS to assess teacher performance

observation	a visit to a classroom made by an appraiser with the intention of collecting data with which to assess a teacher's performance
other appraiser	an individual who has two or more years of teaching experience (Pre-K through 12) and a valid teaching certificate **and** who has been designated by the local school board specifically to assess the performance of teachers
overall summary performance score	usually the total of the five domain performance scores; exceptions are made when one domain performance score is unsatisfactory or when two scores are below expectations
performance indicator	one of 65 specific teaching behaviors which define the criteria on the TTAS instrument
pre-observation discussion	a required meeting, which may be conducted in a small group setting, between the teacher and the other appraiser prior to the first observation by that appraiser
preponderance	the weight, power, importance, or strength of the data as it is used to judge the quality of an indicator
professional growth plan	a plan for the improvement of a teacher's performance which is developed by the teacher, the teacher's supervisor, and other appraiser(s) as appropriate
SBOE rule on teacher appraisal	Section 19 of the Texas Administrative Code, which describes the requirements for the Texas Teacher Appraisal System; specifically, Chapter 149, Subchapter C, **Appraisal of Certified Personnel**

score conversion chart	a chart which uses raw credit totals to determine the teacher's eligibility for maintenance and/or advancement on the career ladder
standard expectation	a measure of performance which indicates that the teacher has demonstrated a specific teaching behavior at an appropriate level; the quality of the behavior is at least satisfactory
summative conference	a meeting between teacher and appraiser(s) at the end of the teacher's last appraisal period in the school year
teacher orientation	a set of inservice sessions designed to acquaint the teacher with the TTAS that includes videotaped presentations, review of a teacher orientation manual, and related activities
teacher assessment of instructional goals and outcomes	an activity in which the teacher sets personal instructional goals, designs instruction for attainment of those goals, and evaluates the success of that instruction
teacher's supervisor	anyone who supervises the teacher and holds administrative and/or supervisory certification; not necessarily the principal who directly supervises the teacher
TTAS	Texas Teacher Appraisal System
walk-through	a phrase often used to describe informal and unscheduled classroom observations
written record	the forms of the TTAS that provide documentation of observations and appraisals of the teacher by all appraisers

COMPLIANCE STATEMENT

TITLE VI, CIVIL RIGHTS ACT OF 1964; THE MODIFIED COURT ORDER, CIVIL ACTION 5281, FEDERAL DISTRICT COURT, EASTERN DISTRICT OF TEXAS, TYLER DIVISION

Reviews of local education agencies pertaining to compliance with Title VI Civil Rights Act of 1964 and with specific requirements of the Modified Court Order, Civil Action No. 5281, Federal District Court, Eastern District of Texas, Tyler Division are conducted periodically by staff representatives of the Texas Education Agency. These reviews cover at least the following policies and practices:

(1) acceptance policies on student transfers from other school districts;

(2) operation of school bus routes or runs on a non-segregated basis;

(3) nondiscrimination in extracurricular activities and the use of school facilities;

(4) nondiscriminatory practices in the hiring, assigning, promoting, paying, demoting, reassigning, or dismissing of faculty and staff members who work with children;

(5) enrollment and assignment of students without discrimination on the basis of race, color, or national origin;

(6) nondiscriminatory practices relating to the use of a student's first language; and

(7) evidence of published procedures for hearing complaints and grievances.

In addition to conducting reviews, the Texas Education Agency staff representatives check complaints of discrimination made by a citizen or citizens residing in a school district where it is alleged discriminatory practices have occurred or are occurring.

Where a violation of Title VI of the Civil Rights Act is found, the findings are reported to the Office for Civil Rights, Department of Health, Education and Welfare.

If there is a direct violation of the Court Order in Civil Action No. 5281 that cannot be cleared through negotiation, the sanctions required by the Court Order are applied.

TITLE VII, CIVIL RIGHTS ACT OF 1964; EXECUTIVE ORDERS 11246 AND 11375; TITLE IX, 1973 EDUCATION AMENDMENTS; REHABILITATION ACT OF 1973 AS AMENDED; 1974 AMENDMENTS TO THE WAGE-HOUR LAW EXPANDING THE AGE DISCRIMINATION IN EMPLOYMENT ACT OF 1967; AND VIETNAM ERA VETERANS READJUSTMENT ASSISTANCE ACT OF 1972 AS AMENDED IN 1974.

It is the policy of the Texas Education Agency to comply fully with the nondiscrimination provisions of all federal and state laws and regulations by assuring that no person shall be excluded from consideration for recruitment, selection, appointment, training, promotion, retention, or any other personnel action, or be denied any benefits or participation in any programs or activities which it operates on the grounds of race, religion, color, national origin, sex, handicap, age, or veteran status (except where age, sex, or handicap constitute a bona fide occupational qualification necessary to proper and efficient administration). The Texas Education Agency makes positive efforts to employ and advance in employment all protected groups.

CLOSING COMMENTS

A statewide view of the many outstanding appraisal activities developed by local districts in Texas is truly impressive. School districts have met the challenge of implementing the Texas Teacher Appraisal System in an outstanding manner. Teachers have indicated and shown a willingness to give their best effort. The results are examples of educational excellence throughout our state. Administrators have conscientiously received training and returned to local districts ready to make every effort to assure a working and effective appraisal system for Texas. As a result, instruction has improved and student learning is increasing. Commendations are due Texas educators for an appraisal job well done!

Texas Education Agency
Austin, Texas
GE8-252-01